ASIIN Seal

Accreditation Report

Bachelor's Degree programme:
Composite Materials and Engineering

Offered by

Jinling Institute of Technology

Version: 25 September 2026

Status: *final version*

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A. Accreditation Status

Result Overview

The most recent decision for the ASIIN Seal was made by the ASIIN Accreditation Commission on 25.09.2026.

Degree Programmes	ASIIN Seal	Validity	EUR-ACE	Validity
Ba Composite Material Engineering	Accredited with requirements	30.09.2026 - 30.09.2032	Accredited	30.09.2026 - 30.09.2032

Fulfilment of the Accreditation Criteria

ASIIN General Criteria / Subject-Specific Criteria	Ba Composite Material Engineering
1 Degree programme: Concept, Content & Implementation	
1.1 Objectives and learning outcomes (intended qualification profile)	Fulfilled
1.2 Title of the degree programme	Fulfilled
1.3 Curriculum	Not fulfilled Requirement A1
1.4 Admission requirements	Fulfilled
1.5 Workload and credits	Not fulfilled Requirement A2
1.6 Didactics and teaching methodology	Fulfilled
2 Exams: System, Concept and Organisation	
2 Exams: System, Concept and Organisation	Not fulfilled Requirement A3
3 Resources	

ASIIN General Criteria / Subject-Specific Criteria	Ba Composite Material Engineering
3.1 Staff and staff development	Fulfilled
3.2 Student support and student services	Fulfilled
3.2 Funds and equipment	Fulfilled
4 Transparency and Documentation	
4.1 Module descriptions	Not fulfilled Requirement A1
4.2 Diploma and Diploma Supplement	Fulfilled
4.3 Relevant rules	Fulfilled
5 Quality Management: Quality Assessment and Development	
5 Quality Management: Quality Assessment and Development	Not fulfilled Requirement A4

Requirements

A 1. [ASIIN 1.3/4.1] Provide revised module description with clearly distinguished learning outcomes and contents, and more precise and detail description of the content.

A 2. [ASIIN 1.5] Based the calculation of ECTS credits on realistic data reflecting actual student workload, supported by formalised institutional regulations and implemented in regular operation.

A 3. [ASIIN 2] Ensure that the passing requirements for all final examinations are clearly and formally defined, such that coursework and the final examination must be passed individually.

A 4. [ASIIN 5] Implement the principle of continuous improvement consistently not only at the level of institutional regulations, but also reflect it in a shared quality awareness among staff and document it clearly at programme level.

Accreditation History

The programme has not been previously accredited by ASIIN.

B. About the Accreditation Process

Name of the degree programme (in original language)	**(Official) English translation of the name**	**Labels applied for**	**Involved Technical Committees (TC)**
复合材料工程	Composite Materials and Engineering	ASIIN Seal, EUR-ACE	05/09

Date of the contract: 10.06.2025

Submission of the final version of the SAR: 5.11.2025

Date of the onsite visit: 23-24.04.2026

at: Jinling Institute of Technology, Nanjing, China

Expert panel:

Prof. Dr. Alexander Büsgen, Hochschule Niederrhein

Prof. Dr. Andrea Koch, HAWK Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzminden/Göttingen

Dr. Jin Liu, BASF (China) Company Limited

Ms. Yinuo Wang, PhD candidate, Tsinghua University

Representative of the ASIIN headquarter: Dr. Xin Jiang, Project manager and consultant international, ASIIN Consult GmbH

Responsible decision-making committee: Accreditation Commission for Degree Programmes

Criteria used:

European Standards and Guidelines as of May 15, 2015

ASIIN General Criteria as of March 28, 2023

Subject-Specific Criteria of Technical Committee 05 – Materials Science, Physical Technologies as of 25 September 2025

Subject-Specific Criteria of Technical Committee 09 – Chemistry, Pharmacy as of March 29, 2019

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[1]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
复合材料工程, Composite Materials and Engineering	工学学士 B.Engineering	Materials Engineering	6	Full time		8 Semester	214 ECTS	Annually / 2011

C-2. Characteristics and features

Jinling Institute of Technology (JIT) is a publicly funded higher education institution located in Nanjing in Jiangsu Province at the centre of the Yangtze River Delta. The university operates under the institutional positioning of an application-oriented university, articulated as a "local-focused, application-driven" framework. JIT currently offers 63 undergraduate programmes, of which fifteen — including the Programme under review — are designated as First-Class Undergraduate Programmes of Jiangsu Province; the Programme is offered at the Jiangning Campus by the College of Materials Engineering and is grounded in the discipline of Materials Science and Engineering.

The Composite Materials and Engineering (CME) Programme was approved by the Chinese Ministry of Education in 2010, admitted its first cohort in 2011, and was included in the 2012 national Catalogue of Undergraduate Programmes under programme code 080408. The Programme has been rated A++ in the China Alumni Association ranking of application-oriented programmes for four consecutive years (2022–2025). Its disciplinary positioning sets a focus on resin-based composite materials, taught within the broader disciplinary framework of composite materials science and engineering; coverage of other matrix systems — including ceramic-matrix and aerospace composite materials — is provided through elective courses.

The Programme is structured over eight semesters with a total workload of 214 ECTS credits and an annual intake capacity of up to 78 students; over the past decade the average

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

enrolled cohort size has been 74 students and the average graduating cohort 64 students. The curriculum is organised into six modules and culminates in a Graduation Thesis (Project) in the eighth semester. Practical training, off-campus internships and the graduation thesis are integral components of the curriculum, supported by ten cooperation agreements with regional enterprises and twelve senior industry engineers acting as external instructors. The teaching staff comprises 39 full-time instructors, of whom fifteen are dedicated CME staff; all dedicated CME staff hold doctoral degrees, and approximately two thirds hold the title of associate professor or above.

The Programme is reviewed under ASIIN Technical Committee 05 (Materials Science, Physical Technologies) and applies for the ASIIN Seal and the EUR-ACE® Label. The present procedure constitutes the first international accreditation of the Programme. JIT also operates other engineering programmes that are presently undergoing separate ASIIN accreditation procedures with their own expert panels; the present evaluation of the CME Programme is conducted independently of those parallel procedures.

D. Assessment of the Expert Panel

This evaluation 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 and additional information 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, including the rectorate and college management, programme coordinators, teaching staff, students, and industry (and alumni) representatives. The focus of this stage of the evaluation lies on the assessment of the overall quality level and competence profile of the Bachelor's degree programme under review. In addition to the audit meetings, the expert panel relies on the documentation about the programme and the documentary respectively regulatory framework HEI 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

Based on the Self-Assessment Report (§1.1), the supporting evidence on graduation requirements (Appendix 05.1), the Objective–Module Matrix (Appendix 07) and the explanations provided during the onsite discussions, the Programme defines four educational objectives and operationalises them into eleven graduation requirements. The four educational objectives address (1) humanities and engineering ethics, including environmental and social responsibility; (2) the application of mathematical, scientific, engineering and domain-specific knowledge to solve complex composite-materials engineering problems; (3) teamwork, communication and project-management proficiency in interdisciplinary settings with a global perspective; and (4) lifelong learning and the tracking of emerging knowledge, technologies and standards in the field. The eleven graduation requirements span engineering knowledge, problem analysis, design and development, research, application of modern tools, engineering and sustainable development, professional ethics, individual and teamwork, communication, project management, and lifelong learning.

The eleven graduation requirements as defined in the current talent cultivation plan are reflected in the documentation submitted under Appendix 05.1 and are publicly available

on the College of Materials Engineering website (https://clxy.jit.edu.cn/info/1312/10633.htm). For the 2021–2024 graduating cohorts, who entered under an earlier version of the talent cultivation plan, the corresponding programme-level achievement evaluation reported in the SAR (§5.2.2, Figure 5-3) was carried out against twelve graduation requirements; the current eleven-requirement formulation applies to subsequent cohorts.

During the onsite visit, the panel further noted that the eleven graduation requirements are publicly displayed in a large-format installation on the wall of a public area within the College of Materials Engineering, presenting each requirement individually together with its full description in both Chinese and English. The installation extends the website-based publication of the graduation requirements into the physical learning environment of the students.



The Objective–Module Matrix (Appendix 07) maps each graduation requirement to the corresponding modules of the curriculum and to the sample learning outcomes of the ASIIN Subject-Specific Criteria for Technical Committee 05; the intended qualification is positioned at EQF Level 6, supporting professional activities in production technology, process research and development, and quality control in the composite-materials sector. The Programme operates a periodic review mechanism for the talent cultivation plan, with major revisions on a four-year cycle and minor adjustments annually (Jin Yuan Zi [2019] No. 98); the 2025-cohort revision was launched on 8 April 2025. Talent cultivation outcomes over the past five years are reported in §1.1.5 of the SAR through employment indicators (employment rate above 90 per cent since 2023, industry-aligned employment above 70 per

cent), 113 awards from 200 student participants in subject-specific competitions, and 16 completed Innovation and Entrepreneurship Programme projects.

Analysis and assessment of the expert panel

The panel finds the regulatory framework for the formulation and revision of programme objectives and learning outcomes to be appropriately developed. The Objective–Module Matrix establishes a documented mapping to the TC 05 Subject-Specific Criteria, and the periodic revision mechanism is formally regulated. Beyond the website-based publication, the bilingual large-format display of the eleven graduation requirements in the public area of the College of Materials Engineering communicates the intended qualification profile to students in their everyday learning environment.

Operational evidence supporting the achievement of the intended qualification profile is substantial. Employment data, industry-alignment statistics, competition awards and Innovation and Entrepreneurship Programme outputs together provide credible indications that graduates reach the EQF Level 6 profile and find employment within the discipline, predominantly in the Yangtze River Delta region.

The panel observes, however, that the intended learning outcomes of the Programme are not clearly anchored, because the Programme uses two parallel descriptive frameworks for the same object: the eleven graduation requirements and the four educational objectives. During the onsite discussions, the programme coordinator explained that the four educational objectives are formulated as summary statements over the eleven graduation requirements. The result is that the same competence layer — what students are expected to be able to do at the point of graduation — is described twice, in two different formulations of different granularity, without a single canonical anchor. In Chinese engineering education accreditation, educational objectives (Programme Educational Objectives, PEO) and graduation requirements are by convention positioned at two distinct temporal levels: PEO describe what graduates are expected to achieve approximately five years after graduation, in their stage of professional maturity, whereas graduation requirements describe what students are expected to demonstrate at the point of graduation.

The panel's reading of the four educational objectives confirms that they are written in language describing competences to be demonstrated at graduation rather than five years thereafter, and are accordingly largely co-extensive with the eleven graduation requirements: Objective (1) overlaps with Graduation Requirements 6 and 7; Objective (2) with Graduation Requirements 1 and 2; Objective (3) with Graduation Requirements 8, 9 and 10; and Objective (4) with Graduation Requirement 11. The educational objectives have, in effect, been compressed onto the graduation-time level and reformulated as summary

statements over the eleven graduation requirements, with the result that the temporal anchor distinguishing the two layers has been lost.

The panel takes the view that, in order to anchor the intended learning outcomes clearly at a single canonical level, the Programme should not maintain two parallel frameworks at the graduation-time level. If the Programme operates within the framework of Chinese engineering education accreditation, it may retain the conventional formulation of educational objectives at the five-year-after-graduation level, clearly distinguished from the eleven graduation requirements at the graduation-time level.

In view of the institution's application for the EUR-ACE® Label in addition to the ASIIN Seal, the panel has also considered the alignment of the intended learning outcomes with the EUR-ACE® Framework Standards and Guidelines (EAFSG) for First Cycle programmes. The eleven intended learning outcomes of the Electronic Information Engineering programme substantively cover the eight EUR-ACE® programme outcome areas — knowledge and understanding, engineering analysis, engineering design, investigations, engineering practice, making judgements, communication and team-working, and lifelong learning — and are formulated within an engineering-disciplinary orientation appropriate for the application of the EUR-ACE® Label. The panel's considerations regarding the conferral of the EUR-ACE® Label are set out in the final assessments under Criteria 1.1 and 1.3 below.

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

Based on the preliminary assessment and considering the statement of the university, the panel concludes that Jinling Institute of Technology *substantially fulfils* the standard for the programme.

The panel takes note that the university has accepted the recommendation. According to the statement, the university intends to revise the talent cultivation programme so that the long-term educational objectives at the five-year post-graduation level and the eleven graduation requirements at the graduation-time level are set out in two separate, clearly distinguished sections, supported by a hierarchical mapping of the two sets of objectives.

The panel notes, however, that this measure is currently still at the planning stage and is scheduled for completion with the 2027 edition of the talent cultivation programme. The concern underlying the recommendation relates to the clear anchoring of the intended learning outcomes at a single descriptive layer; the effect of the announced revision remains to be demonstrated in regular operation.

Accordingly, the panel maintains its original assessment and confirms the recommendation associated with this criterion (see below, chapter G, E1).

With regard to the application for the EUR-ACE® Label, the panel concludes that the intended learning outcomes of the Electronic Information Engineering programme correspond in substance to the expectations of the EUR-ACE® Framework Standards and Guidelines for First Cycle programmes. The panel therefore considers the conferral of the EUR-ACE® Label to be appropriate for the programme in respect of the intended learning outcomes.

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

Description of the current status

Based on the Self-Assessment Report (§1.2) and the supporting documentation on the official programme name (Appendix 06), the Programme bears the Chinese designation 复合材料与工程 with the official English translation Composite Materials and Engineering. The Programme was approved by the Ministry of Education in 2010 and was formally included in the 2012 national Catalogue of Undergraduate Programmes in Regular Institutions of Higher Education under programme code 080408, confirming its status as a standardised, nationally recognised undergraduate programme.

Both designations are applied consistently across the Programme documentation, the institutional website and the materials submitted for the present procedure.

Analysis and assessment of the expert panel

The panel considers the Programme name to correspond appropriately with the standard terminology used by the academic, industrial and educational community in the field, and to align with the curriculum content and the graduate competence profile presented in C-1. The classification under TC 05 (Materials Science, Physical Technologies) is consistent with the disciplinary positioning of the Programme.

According to the SAR, no instances have been reported in which the Programme name has caused cognitive misunderstandings among students or unreasonable expectations on the part of employers concerning the Programme's orientation or graduate capabilities. The panel finds the title fit for purpose.

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

Based on the preliminary assessment and considering the statement of the university, the panel concludes that Jinling Institute of Technology *fully fulfils* the standard for the programme.

The panel notes that the statement of the university does not provide any additional information that would affect the assessment of this criterion.

Accordingly, the panel maintains its original assessment.

D-3. Curriculum [ASIIN 1.3]

Description of the current status

The curriculum is described below in three layers: Content and Structure, Mobility, and Periodic Review.

Content & Structure

The curriculum is structured into six modules — General Education Courses, Professional Basic Courses, Professional Courses (compulsory, restricted-elective and free-elective), Intensive Practical Components, Public Elective Courses and Second Classroom Activities — covering the "general education + professional education + practical teaching" trinity required by the national standards for materials science programmes. The total workload is 214 ECTS distributed across eight semesters (Table 1-3). Professional Basic Courses and Professional Courses are delivered by the College of Materials Engineering and cover the chemistry foundations, materials science fundamentals, polymer chemistry and physics, and the core composite-materials curriculum; restricted and free electives extend into specialisation areas including polymer materials and processing, carbon-fibre and glass-fibre composites, ceramic-matrix composites, aerospace composite materials and the Application of Big Data in Materials Design.

Practical training is organised as a layered system — "three rounds of experimental skill training, three stages of internship and three levels of practical training" — culminating in the Graduation Thesis (Project) in semester 8; practical components account for 1,490 contact hours and 640 self-study hours (Table 1-2). Industry collaboration is supported by ten off-campus internship bases under cooperation agreements and twelve senior industry engineers as external instructors. Recent curriculum adjustments include the replacement of Visual Basic by Python Programming in 2019, the introduction of Application of Big Data in Materials Design in 2023, and the addition of Numerical Methods in 2025.

Mobility

The institutional framework for student mobility is operated through the College of International Education and articulated through three layers: long-term Sino-foreign cooperative education arrangements at JIT level (four "3+1" programmes with partners in the United States, Australia and the United Kingdom); short-term exchange programmes; and

"4+2" master's-degree pathways with European, Asian and Russian partners. Two institutional regulations support credit recognition and outbound mobility (Jin Yuan Zi [2024] No. 87 and [2025] No. 29).

For the CME Programme specifically, the mobility statistics record no incoming or outgoing student mobility for the period 2021–2025. The Programme presents in §1.3.3 of the SAR a candid root-cause analysis based on a survey of 161 valid responses out of 289 distributed: 78 per cent express interest in overseas exchange and 87 per cent are open to some form of exchange, but 74.5 per cent identify insufficient information about programmes and procedures as a barrier and 94.4 per cent identify cost as the principal financial obstacle. A planned Mobility Enhancement Strategy includes a hierarchical promotion mechanism, a CME Programme International Exchange Scholarship in cooperation with the Academic Affairs Office and industry partners, and the systematic expansion of partnerships with European Universities of Applied Sciences.

Internationalisation-at-home measures include a bilingual Professional English of Composite Materials module in the seventh semester, regular invited academic lectures by overseas scholars, and the Programme's participation in the 5th INNOVATION FAIR 2025 with a delegation of European universities and enterprises. Five graduates of the Programme have pursued overseas master's degrees at institutions in France, Japan, the United Kingdom, Hong Kong and South Korea (SAR Table 1-1).

Periodic review

Periodic review of the curriculum is integrated into the talent cultivation plan revision mechanism described in C-1 (SAR §1.1.4 and Figure 1-1) and operates on a four-year major-revision cycle complemented by annual minor adjustments. Course-level monitoring incorporates teaching supervision evaluations, student course-satisfaction data and systematic verification of teaching archives. External evaluation feeds into the market research report through graduate interviews, employer research and industry-expert questionnaires, addressing alignment between course content and industry technical requirements, the contribution of courses to professional competence development, and the suitability of teaching models for practical job requirements.

An illustrative recent adjustment is documented in Case 2 of the SAR (§1.3.4): when revising the 2023-cohort plan, the Programme identified a misalignment between the Inorganic, Organic and Physical Chemistry theoretical courses (semesters 1–3) and their practical counterparts (semesters 2–4), and re-aligned the practical modules to coincide with the corresponding theoretical courses for subsequent cohorts.

Analysis and assessment of the expert panel

Content and Structure

The panel finds the regulatory architecture in place: the six-module structure follows the national standards, the Objective–Module Matrix maps each graduation requirement to corresponding modules, and the layered practical-training system is documented in the Curricular Overview. Operational evidence is credible — the documented adjustments (Visual Basic to Python; Application of Big Data in Materials Design; Numerical Methods) demonstrate responsiveness to industrial and technological developments, and the cooperation agreements with ten industry partners and engagement of twelve external instructors confirm the operational reality of the practical components.

At the same time, the panel observes two issues that reduce the traceability of the curriculum-to-outcome alignment. First, at module-description level (Appendix 09), the boundary between intended learning outcomes and module content is in many courses not clearly drawn — outcomes overlap with content listings rather than expressing the competences students should have acquired by completion of the module — and the teaching-methods field is in most modules stated only in generic terms ("Lessons", "Lessons and practical activities"), without the granularity to trace at module level the variety of methods described at programme level; module-level versioning is not present. Second, at curricular-content level, course coverage in the elective space — for example across Polymer Materials, Polymer Processing Technology, Detection of Polymer Materials, Composite Materials and Composite Materials Technology and Equipment — exhibits an overlap that, in the panel's view, can be more sharply structured against an internationally comparable taxonomy of composite materials.

Related to this, the panel notes that the elective coverage is concentrated on matrix (polymer) systems — the Programme's recognised strength — while the reinforcing phase of composites is comparatively underrepresented: the curriculum does not offer a dedicated treatment of high-performance and natural reinforcing fibres and their load-bearing function. Since the mechanical performance of a composite is governed by the fibre–matrix system as a whole, explicit coverage of the reinforcing fibres would give students a more complete understanding of the load-bearing component. The panel expects this content aspect to be addressed together with the revised, more detailed module descriptions (R1).

Mobility

The panel acknowledges that the regulatory framework for student mobility is in place and that the Programme's Self-Assessment Report contains a candid analysis rather than a de-

fensive presentation. The operational evidence, however, shows that for the CME Programme over 2021–2025 no incoming or outgoing student mobility has taken place. The student survey reproduced in Figure 1-6 of the SAR makes clear that the gap is not principally a question of student interest but rather a combination of information barriers (74.5 per cent) and financial barriers (94.4 per cent). The internationalisation-at-home measures are present but limited in scale.

The Mobility Enhancement Strategy outlined in §1.3.3 of the SAR addresses the diagnosed barriers in a credible way (information mechanism, scholarship arrangement, partnership expansion) but is not yet operational. The panel takes the view that effective measures need to be implemented in regular operation, with documented uptake, in order to translate the existing regulatory framework into observable mobility outcomes consistent with the openness and internationalisation expected of a programme that seeks international accreditation.

Periodic review

The regulatory framework for periodic review is formalised through Jin Yuan Zi [2019] No. 98 and the associated process flow; the integration of internal monitoring (teaching supervision, student satisfaction, archives verification) with external feedback (graduate interviews, employer research, industry expert questionnaires) reflects a multi-source approach, supported operationally by the chemistry-course re-alignment for the 2023 cohort and the launch of the 2025-cohort revision on 8 April 2025. At present, the systematic comparison with international disciplinary frameworks is documented in the Objective–Module Matrix but is not yet routinely integrated into the periodic review logic itself; strengthening this comparative dimension would help the review process operate not only as an internal alignment exercise but also as a regular check against international academic and industrial benchmarks. Module-level revision documentation (versioning, change logs) is taken up under C-10 [ASIIN 4.1].

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

Based on the preliminary assessment and considering the statement of the university, the panel concludes that Jinling Institute of Technology *partially fulfils* the standard for the programme.

The panel takes note that the university has accepted the recommendations relating to this criterion. According to the statement, the university intends to revise all module descriptions to draw a clear distinction between intended learning outcomes and teaching content and to introduce module-level version control (R1); to review the elective course clusters

against an international disciplinary classification in order to reduce content overlap and to embed international benchmarking as a regular element of the periodic programme evaluation (R5); and to strengthen student mobility through a dedicated information mechanism, an exchange scholarship, expanded overseas partnerships and a student mobility ledger (R6).

The panel notes, however, that these measures are currently still at the planning stage. The recommendations concern the traceability of the curriculum-to-outcome alignment, the structural organisation of the curriculum and the actual realisation of student mobility; the effect of the announced measures, and in the case of mobility the documented uptake, remains to be demonstrated in regular operation.

Accordingly, the panel maintains its original assessment and confirms the recommendations associated with this criterion (see below, chapter G, A1, E2 and E3).

With regard to the EUR-ACE® Label, the panel reiterates that the engineering character and curricular substance of the Electronic Information Engineering programme correspond to the expectations of the EUR-ACE® Framework Standards and Guidelines for First Cycle engineering programmes, and that the programme workload satisfies the EAFSG requirements for a first-cycle degree. The panel notes that the requirement formulated under Criterion 1.3 concerns the openness and internationalisation of the programme; the panel's considerations regarding the conferral of the EUR-ACE® Label are to be reflected accordingly in the decision on the Label.

D-4. Admission requirements [ASIIN 1.4]

Description of the current status

Based on the Self-Assessment Report (§1.4) and the supporting documentation (Appendices 11–13), admission to the Programme operates within the framework of the National College Entrance Examination of the People's Republic of China (Gaokao) and the unified entrance examinations organised by individual provinces and cities. Eligibility requires compliance with the Constitution and laws of the People's Republic of China and graduation from a senior secondary school or possession of an equivalent academic qualification.

For the 2025 intake, the Programme is grouped under Professional Group 112807 with an enrolment quota of 78 places (55 from Jiangsu Province, 23 from outside), over a four-year duration with an annual tuition of 5,800 RMB. The subject-specific prerequisites require Physics as the first subject of choice and Chemistry as the second subject for Jiangsu candidates, and both Physics and Chemistry for candidates from outside Jiangsu. Admission is

implemented under the "institutions responsible, enrolment office supervising" mechanism, with provincial enrolment offices coordinating file submission and supervising compliance with national policies. International applicants are subject to a separate admission framework with recognition of foreign qualifications.

Analysis and assessment of the expert panel

The panel finds the admission requirements and procedures to be binding and transparent, anchored in national legislation and institutional regulations, and made publicly accessible through the JIT admission information website. The subject prerequisites (Physics and Chemistry) match the disciplinary profile of a composite-materials engineering programme.

Operational evidence is substantial: the Programme has operated continuous annual intakes since 2011, with average enrolled cohort sizes of 74 students against a quota of 78 (SAR §B), and average graduating cohort sizes of 64 students. The admission rate statistics in Appendix 12 confirm regular operation. The standardised entry framework, in combination with the academic warning and support measures discussed under C-5, provides a credible structural basis for student progression to graduation.

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

Based on the preliminary assessment and considering the statement of the university, the panel concludes that Jinling Institute of Technology *fully fulfils* the standard for the programme.

The panel notes that the statement of the university does not provide any additional information that would affect the assessment of this criterion.

Accordingly, the panel maintains its original assessment.

D-5. Workload and credits [ASIIN 1.5]

Description of the current status

Based on the Self-Assessment Report (§1.5), the Workload Verification documentation (Appendix 14) and the Conversion from Credit Points to ECTS Credits (Appendix 15), the Programme awards 214 ECTS distributed across eight semesters. The institutional conversion principle: 16 contact hours of theoretical instruction = 1 Chinese credit; 1 week of practical training = 1 Chinese credit; 30 hours of total student workload (contact plus self-study) = 1 ECTS. The decomposition into contact and self-study hours (Table 1-2) shows total study

hours of 6,420 (3,490 contact, 2,930 self-study); per-semester workload ranges from 24.75 to 29.25 ECTS (Table 1-3).

The basis for determining self-study hours is described in §1.5.2 of the SAR as a three-step approach — regular learning surveys, teacher assessment against course nature and assignment volume, and finalisation by the College Teaching Committee. The Programme reports that an annual workload assessment is conducted (Appendix 14), with adjustments made during the talent cultivation plan revision where credits are found not to match actual workload. Where individual student workload becomes unmanageable, the JIT Academic Warning and Support measures (Jin Yuan Zi [2021] No. 192) provide a tiered support mechanism. Statistics on academic success and grade distribution are provided in Appendices 16 and 18 respectively.

Analysis and assessment of the expert panel

The panel notes at the outset that an ECTS-based workload-monitoring and credit-adjustment mechanism is a new institutional construction at JIT, introduced in response to the expectations of the present accreditation procedure. Consistent with this status, the panel evaluates the construction quality of the regulation as designed and treats operational evidence as early-stage. On the regulatory side, the conversion principle is set out in Appendix 15, and the per-semester ECTS distribution and contact/self-study breakdown are documented in Tables 1-2 and 1-3; the formal architecture is in place.

On the operational side, however, the regulation does not yet operate as a documented cycle. Appendix 14 presents aggregated workload data, but the procedures by which workload data are systematically collected, monitored and evaluated are not sufficiently described. The three-step approach reported in the SAR — student feedback, faculty professional evaluation and programme-level coordination — describes a sound concept but is not anchored in a formal institutional regulation specifying how the monitoring is to be carried out, which thresholds of deviation between awarded ECTS and observed workload trigger an adjustment, and how findings flow back into the credit allocation in regular operation.

The panel takes the view that, for the purposes of ASIIN accreditation, the credibility of the ECTS allocation depends on formalised institutional regulations specifying how student workload is to be measured, which deviation thresholds trigger an adjustment, and how findings feed back into the credit allocation in regular operation. The credit-allocation transparency anchored in realistic workload data is also a precondition for transparent credit recognition in the context of student mobility (see C-3) and for the systematic monitoring of learning outcome achievement (see C-9).

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

Based on the preliminary assessment and considering the statement of the university, the panel concludes that Jinling Institute of Technology *partially fulfils* the standard for the programme.

The panel takes note that the university has accepted the recommendation. According to the statement, the university intends to revise the institutional regulation on ECTS credits and student workload so as to specify workload data collection, the deviation thresholds triggering a credit adjustment and the feedback of monitoring findings into the credit allocation, and to conduct full-coverage workload surveys each semester as the basis for the ECTS calculation.

The panel notes, however, that the workload-monitoring and credit-adjustment mechanism is, on the university's own account, newly established and does not yet operate as a documented closed-loop cycle. The measures announced in the statement are at the stage of institutional revision; evidence that the ECTS allocation is based on realistic workload data in regular operation has not yet been provided.

Accordingly, the panel maintains its original assessment and confirms the recommendation associated with this criterion (see below, chapter G, A2).

D-6. Didactics and teaching methodology [ASIIN 1.6]

Description of the current status

Based on the Self-Assessment Report (§1.6) and the submitted Module Descriptions (Appendix 09), professional courses are delivered in small classes capped at 40 students. Theoretical teaching follows a student-centred principle and combines lectures with PowerPoint and blackboard presentation, group discussions and flipped-classroom elements at the discretion of individual teachers. Each professional course has a dedicated course site on the JIT online teaching platform that supports homework assignment and grading, online question-and-answer interaction and student self-study.

Practical teaching is organised in two settings. On-campus laboratory teaching uses demonstration, project-based practice and virtual simulation, supported by mobile large-screen visualisation in specialised laboratories. Off-campus teaching at the ten internship bases (Appendix 03 and SAR Table 3-4) is organised around observational and on-the-job formats. Students may further apply to participate in faculty research projects under the JIT Implementation Measures for the Undergraduate Mentor System Management (Jin Yuan Zi

[2023] No. 151), and all students are required to complete an independent Graduation Thesis (Project) in the eighth semester.

Teaching reform measures introduced after the 2021 student-satisfaction analysis (SAR §1.7, Figures 1-8 and 1-9) include the systematic adoption of flipped-classroom and case-based teaching, a centralised internship-arrangement model that replaces the previous decentralised model, the optimisation of process-based assessment weighting, and a textbook-selection rule that prioritises high-quality textbooks published within the last five years.

Analysis and assessment of the expert panel

The regulatory framework for teaching methods is in place: variety is declared at programme level in §1.6 of the SAR, the mentor-system regulation governs research-project participation, and the textbook selection rule is articulated.

Operationally, the small-class delivery (≤40 students) is a concrete advantage that supports interaction and individualised attention, and the online-platform layer extends classroom teaching with documented infrastructure. The 2021–2024 satisfaction trend reproduced in Figure 1-8 of the SAR (rising from 88 per cent in 2021 to 95 per cent in 2024 within the host college) provides indirect evidence that the post-2021 teaching reforms have had observable effect.

The panel observes, however, that the variety of teaching methods described at programme level is not yet equally visible at module level in Appendix 09: in most module descriptions the teaching-methods field is filled with generic labels such as "Lessons" or "Lessons and practical activities", without indication of the specific methods (case-based, project-based, flipped, virtual simulation) that are reported to be in use. This documentation point connects directly to the recommendation under C-3 [ASIIN 1.3 / 4.1] regarding the precision of module descriptions, and is taken up under C-10 [ASIIN 4.1].

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

Based on the preliminary assessment and considering the statement of the university, the panel concludes that Jinling Institute of Technology *fully fulfils* the standard for the programme.

The panel notes that the statement of the university does not provide any additional information that would affect the assessment of this criterion.

Accordingly, the panel maintains its original assessment.

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

Description of the current status

Based on Section 2 of the Self-Assessment Report and the submitted Examination Regulations (Appendix 17), examination organisation at JIT is governed by Jin Yuan Jiao Zi [2024] Nos. 22 and 29. All courses in the teaching plan undergo semester assessments, including practical components (internships, experiments, course design, the Graduation Thesis).

Course assessments are differentiated into examinations (principally closed-book written tests, with open-book, oral and computer-based variants) and assessments (assignments, laboratory reports, in-class quizzes, course papers). The format and content of each course assessment are set out in the course syllabus, are subject to a Rationality Review of Course Assessment by the Programme Teaching Steering Committee, and are communicated to students at the start of the course. Examinations are scheduled from the twelfth to the nineteenth week of each semester; marking follows a three-step process (initial marking, cross-review, final filing), with full digital marking implemented at JIT since 2024. Examination violations are handled per the JIT Examination Ethics and Discipline regulation; special examination support arrangements for students with documented needs are formalised.

Course grades are composed of formative and summative components in weight combinations of 30/70, 40/60 or 50/50 depending on the course; a student passes where the weighted total reaches 60 points. Make-up examinations are available on documented grounds; supplementary examinations are available where the weighted total falls below 60, with passing recorded as 60; failing the supplementary examination requires retaking the course. The Graduation Thesis (Project) runs over more than seven months covering proposal, literature translation, mid-term review, the thesis (over 12,000 words) and defence; the final grade combines supervisor (40), reviewer (20) and defence panel (40) marks.

During the onsite visit, the panel examined a sample of recent final examination papers in core professional courses and the corresponding course-objective achievement analyses. The panel observed that the final examination papers are structured such that individual examination items are mapped to specific course objectives within the syllabus; combined with the digital scanning-based marking system in use since 2024, this allows item-level scores to be aggregated into per-objective achievement values for each individual student. The Course Objective Achievement Analysis Report for the core course Composite Materials (Appendix 24) confirms that achievement is computed per objective and per student rather than only as a single course-total score. The same logic continues at programme

level, where graduation-requirement achievement is computed per requirement and per cohort (Figure 5-3, taken up in detail under C-9).

Analysis and assessment of the expert panel

The regulatory framework governing examinations is comprehensive: the pre-course rationality review of assessment content, the standardised invigilation and marking procedures, the digital-marking implementation since 2024, the formalised special-needs accommodation and the multi-step graduation-thesis evaluation together provide a coherent assessment architecture. Operational evidence is substantial — annual examination cycles, documented digital-marking practice, illustrative cases for both special-needs accommodation and grade review — and demonstrates that the framework is in regular operation.

The panel further finds that examinations operate not only as a grade-producing mechanism but as a structured instrument for evaluating the achievement of course-level learning objectives. The mapping of examination items to specific course objectives, combined with digital marking, allows item-level scores to be aggregated into per-objective achievement values for each individual student rather than only as a single course-total grade. The Course Objective Achievement Analysis Report (Appendix 24) operationalises this at module level; the same logic continues at programme level, where graduation-requirement achievement is computed per requirement and per cohort. This is a substantive operational element of the outcome-based orientation declared by the Programme; the broader evidence chain is examined under C-9.

The panel observes, however, one structural feature of the passing rule that differs from common practice in European engineering examination systems. Under the current framework, where assessment is composed of formative and summative components in weighted combinations (30/70, 40/60 or 50/50), a student who fails the summative final examination may still pass the course where the formative component compensates the weighted total to 60 points. As a consequence, coursework can compensate for failure of the final examination, with the result that the achievement of the course-level learning objectives is not reliably verified by the examination component itself. In European engineering examination practice, it is common for coursework and the final examination to be passed individually, on the rationale that the final examination is the principal mechanism for verifying the achievement of the course-level learning objectives. The panel raises this as a comparative observation: defining the passing requirements such that coursework and the final examination must each be passed individually would bring the Programme's assessment design into closer alignment with that practice.

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

Based on the preliminary assessment and considering the statement of the university, the panel concludes that Jinling Institute of Technology *substantially fulfils* the standard for the programme.

The panel takes note that the university has accepted the recommendation. According to the statement, the university intends to define separate pass thresholds for the continuous-assessment and the final-examination components, such that both components must be passed individually, and to update all module assessment schemes accordingly.

The panel notes, however, that this measure is currently still at the planning stage. The concern underlying the recommendation relates to the reliable verification of the course-level learning outcomes through the examination component; the implementation of the revised passing rule in regular operation remains to be demonstrated.

Accordingly, the panel maintains its original assessment and confirms the recommendation associated with this criterion (see below, chapter G, E4).

D-8. Resources [ASIIN 3]

Description of the current status

The panel structures the description and analysis below in three sub-areas: staff and staff development, student support and student services, and funds and equipment.

Staff and staff development [ASIIN 3.1]

The Programme is supported by 39 full-time instructors, of whom 15 are dedicated CME instructors at the College of Materials Engineering; the remaining instructors are drawn from the College of Science, the Department of Physical Education, the School of Foreign Languages and the School of Marxism for general-education and basic-courses components. All 15 dedicated CME instructors hold doctoral degrees, more than a quarter have overseas study or visiting experience, 86.7 per cent are aged between 36 and 50 and 66.7 per cent hold the title of associate professor or above; the student-to-faculty ratio is approximately 15:2. External instructors comprise twelve senior industry engineers from regional enterprises (SAR Table 3-1), engaged under Jin Yuan Zi [2022] No. 36 to guide graduation theses, supervise internships and deliver regular lectures.

Teaching and research output of the faculty over the past five years includes one national and one provincial first-class undergraduate course, prizes in Jiangsu provincial teaching

innovation and micro-lecture competitions, one published professional textbook, ten municipal or higher research projects and 85 enterprise-collaborative projects (total funding 6.81 million RMB), 41 research papers (32 SCI/EI), eleven invention patents and fourteen technology transfers. Faculty development operates along four lines (onboarding, enterprise placement, visiting studies, teaching-ability training); annual qualification evaluation results are graded as Excellent, Qualified, Basically Qualified or Unqualified, linked to title promotion, performance distribution and honours.

Student support and student services [ASIIN 3.2]

Student support is provided through five core departments (Figure 3-2 of the SAR): the Academic Affairs Office (teaching planning, examinations, academic records, MIS); the Student Affairs Office (student-life matters, financial aid, mental-health counselling, medical insurance); the Admissions and Career Development Office; the College of Materials Engineering (with a Teaching Office and a team of full-time counsellors and head teachers); and the Office of International Cooperation and Exchange.

At College level, the Programme provides four categories of mentors: academic and scientific innovation mentors from senior faculty, and entrepreneurship and industry professional mentors from external industry experts. Counsellor and head-teacher arrangements provide tiered guidance differentiated by year of study. Academic warning is regulated by Jin Yuan Zi [2021] No. 192 and operates through a tiered process (Figure 1-7). Student satisfaction with employment services and student affairs is monitored through annual MyCOS surveys (Appendix 22).

Funds and equipment [ASIIN 3.3]

Teaching funding is managed under a system of independent accounting and earmarked use, subject to special audits; the five-year income–expenditure record (SAR Table 3-2) totals approximately 2.73 million RMB for 2021–2025, with sources comprising government and university funding and expenditure on laboratory construction, the Provincial First-Class Discipline, the Innovation and Entrepreneurship Programme, academic competitions, and experiments and internships.

Teaching infrastructure on the Jiangning Campus comprises 184 multimedia classrooms with full wireless coverage, two smart classrooms and two professional computer laboratories. The JIT Library has 41,056 square metres and 3,140 seats, with over 1.66 million printed books, 5.35 million e-books, 105,000 e-journals and 44 electronic databases. Programme-specific laboratories include four named centres (the Jiangsu Provincial Functional Composite Materials Practice Education Centre, the VR-based Material Processing and Testing Simulation Practice Teaching Centre, the Composite Materials Simulation Centre

and the CME Training Centre) and a total on-campus practical-teaching area of approximately 1,900 square metres housing 25 laboratories (Table 3-3) covering basic chemistry, three levels of CME training, polymer testing and chemistry, composite-materials specialty, technology, simulation and innovation, materials VR, and five materials-research laboratories. Laboratory access is regulated through a safety-access system requiring passage of general and specialised safety-education assessments.

Off-campus practical resources comprise ten internship bases under formal cooperation agreements (SAR Table 3-4) located in Nanjing, Lianyungang, Changzhou and Zhenjiang. An anonymous student-satisfaction survey on infrastructure (206 valid responses out of 289) reports satisfaction levels of 85.4 per cent for classrooms and multimedia, 88.4 per cent for library resources, 81.6 per cent for laboratories and equipment, and 83.5 per cent for off-campus internship bases. Reasons for laboratory dissatisfaction include surface rust and damage on certain experimental devices, which the Programme reports to have been recently de-rusted and repaired; off-campus dissatisfaction concerned meal pricing and dormitory conditions, addressed through meal subsidies, free use of enterprise microwave facilities, shuttle-bus arrangements and pre-internship counselling.

Analysis and assessment of the expert panel

Staff and staff development [ASIIN 3.1]

The regulatory framework for staff and staff development is well-developed (Jin Yuan Zi [2020] Nos. 75, 80 and 81 governing qualifications, workload and research-points calculation; the four-track training model addressing onboarding, enterprise practice, visiting studies and pedagogical development). The dedicated CME staff group is fully doctorally qualified, balanced in age structure and predominantly at associate-professor level or above; engagement of twelve external industry instructors anchors the applied profile; teaching and research output over the past five years (national and provincial first-class courses, multiple teaching prizes, industry-collaborative projects, papers, patents and technology transfers) demonstrates productive activity supporting the educational orientation. The institutional requirement of one year of enterprise practice as a precondition for promotion to senior title further supports the integration of practice-relevant content into teaching.

Capacity is adequate for the current operation of the Programme. The panel notes, as in the related discussion under C-3, that operational capacity for English-language teaching and structured arrangements for international staff exchange remain areas for further development as a precondition for the planned internationalisation activities.

Student support and student services [ASIIN 3.2]

The regulatory architecture for student support is multi-layered and clearly defined: five core departments cover the breadth of student services, and the in-college counsellor and head-teacher system provides individualised support throughout the four years of study; the academic warning regulation (Jin Yuan Zi [2021] No. 192) and the four-mentor model add structured support at College level. Operationally, the third-party MyCOS satisfaction surveys provide regular external monitoring, and the documented tiered guidance differentiated by year of study confirms that the support architecture is in regular use. The panel finds the current arrangement appropriate to the size and profile of the Programme.

Funds and equipment [ASIIN 3.3]

The regulatory framework for funding management — independent accounting, earmarked use, audit oversight, annual budgeting per laboratory — and for laboratory safety is in place; the five-year aggregate funding of approximately 2.73 million RMB documents a continuous resource flow. Operationally, the 25 dedicated laboratories listed in Table 3-3, the off-campus base network of ten enterprise partners and the library and classroom infrastructure together support the practical-teaching system described under C-3, with student-satisfaction levels above 80 per cent across all four infrastructure categories.

The panel observes, however, that within the laboratory category the reasons for student dissatisfaction include surface rust and damage on certain experimental devices, which the Programme has addressed through ad-hoc repair. Beyond ad-hoc repair, the panel takes the view that the laboratory equipment portfolio would benefit from systematic modernisation aligned with current industrial standards in composite-materials manufacturing and characterisation, and with modern engineering education orientations such as digitalisation and AI-augmented materials design (consistent with the introduction of Application of Big Data in Materials Design discussed under C-3).

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

Based on the preliminary assessment and considering the statement of the university, the panel concludes that Jinling Institute of Technology *fully fulfils* the standard for the programme with regard to Criteria 3.1 and 3.2 and *substantially fulfils* the standard with regard to Criterion 3.3.

The panel takes note that the university has accepted the recommendation relating to laboratory equipment. According to the statement, the university intends to establish a multi-year phased renovation and renewal plan for laboratory equipment, to replace ageing and damaged instruments in batches, to introduce standardised maintenance in place

of ad-hoc repair, and to add experimental platforms supporting digital simulation and AI-assisted materials design in line with current industrial standards.

The panel notes, however, that this measure is currently still at the planning stage. The concern underlying the recommendation relates to the systematic modernisation of the laboratory equipment portfolio; the implementation of the renewal plan in regular operation remains to be demonstrated.

Accordingly, the panel maintains its original assessment and confirms the recommendation associated with this criterion (see below, chapter G, E5).

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

Description of the current status

Based on Section 5 of the Self-Assessment Report and the supporting documentation (Appendix 02 Quality Management Handbook; Appendix 24 Course Objective Achievement Report), JIT operates a comprehensive undergraduate teaching quality assurance system regulated through Jin Yuan Zi [2024] No. 113. The system covers institutional positioning and talent cultivation goals, quality standards for teaching development and management, resource guarantees, and an evaluation system combining internal evaluations (classroom observations, teaching inspections, programme evaluation and monitoring) with external evaluations (audits, certification assessments, thesis inspections, graduate feedback, employer satisfaction surveys).

Within this system, the Programme has implemented a two-tier learning-outcome-oriented evaluation mechanism. At course level (Figure 5-1, regulated by Jin Yuan Zi [2019] No. 99 and Jin Yuan Jiao Zi [2020] No. 20), the mechanism operates through five steps: syllabus development or revision with course objectives mapped to programme learning outcomes; pre-course evaluation of assessment-scheme rationality; pre-final-examination evaluation of examination-content rationality; post-course evaluation combining direct (assessment-based) and indirect (questionnaire-based) data; and review by the Programme Teaching Advisory Committee with feedback to course team and students. At programme level (Figure 5-2, regulated by Jin Yuan Zi [2019] No. 91 and Jin Yuan Jiao Zi [2020] No. 18), the Programme aggregates course-goal achievement data, graduate feedback and employer satisfaction surveys into a cohort-level evaluation report, reviewed by the Programme Teaching Advisory Committee, approved by the College Teaching Affairs Committee, and fed back to the programme director for continuous improvement. An illustrative report for the core course Composite Materials is provided in Appendix 24.

The achievement data resulting from this mechanism for the 2021–2024 graduating cohorts are presented in Figure 5-3 of the SAR; for those cohorts the evaluation was carried out against the twelve graduation requirements applicable to the talent cultivation plan version under which they entered, with achievement values per requirement ranging from approximately 0.78 to 0.95 and showing a positive trend across the four cohorts. Key continuous-improvement measures over the past five years are summarised in §5.3 of the SAR.

Analysis and assessment of the expert panel

The panel finds the regulatory architecture of the quality assurance system to be well-developed: the institutional measures cover the syllabus, the assessment, the achievement-evaluation cycle at both course and programme level, and the formal feedback channels through the Programme Teaching Advisory Committee and the College Teaching Affairs Committee. The mapping in Appendix 07 between graduation requirements and modules anchors the achievement-evaluation logic in a documented competence framework.

Operational evidence is provided at two levels: at course level, Appendix 24 documents one full cycle of the course-objective achievement evaluation for the core course Composite Materials, including the rationality reviews of syllabus, assessment scheme and final-examination content; at programme level, Figure 5-3 of the SAR documents the outcome of the graduation-requirement achievement evaluation across four graduating cohorts.

At the same time, the panel observes that, while the continuous-improvement principle is consistently embedded at the level of institutional regulation, its routine documentation at programme level is comparatively thin. What is less visible is the systematic programme-level documentation that traces, across cycles, how findings from the achievement evaluation flow into specific revision actions, how the principle is shared as a working orientation among the CME teaching staff as a collective rather than as an individual practice, and how cycle-to-cycle improvement is monitored at programme level. The continuous-improvement principle is therefore at present well-stated as a regulation and credibly illustrated for individual courses, but not yet equally substantiated as a documented programme-level routine and a shared quality awareness across the staff group.

Beyond the formal scope of [ASIIN 5], the panel records a forward-looking observation on the destination of the achievement evidence that the Programme has produced; this observation does not entail a recommendation under [ASIIN 5] or [ASIIN 4.2]. The two-tier outcome-based achievement assessment has produced traceable achievement data per individual student at course level and per requirement at programme level. The destination of this evidence is at present essentially internal: it flows into syllabus revision, course adjustment and the talent cultivation plan revision, but is not yet routinely returned to the

individual student as a personal competence record, nor routinely conveyed to external readers such as employers or admitting institutions for further studies. The Diploma Supplement, taken up under C-10 [ASIIN 4.2], offers a natural channel through which this evidence could be returned to each graduate at the point of graduation; the panel offers this as a forward direction the Programme could explore beyond the current accreditation requirements.

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

Based on the preliminary assessment and considering the statement of the university, the panel concludes that Jinling Institute of Technology *partially fulfils* the standard for the programme.

The panel takes note that the university has accepted the recommendation. According to the statement, the university intends to develop a dedicated closed-loop archive template for programme-level continuous improvement, to hold programme-level teaching seminars centred on attainment analysis in order to foster a shared quality awareness among the teaching staff, and to establish an annual review mechanism comparing attainment data across cohorts.

The panel notes, however, that these measures are currently still at the planning stage. The concern underlying the recommendation relates to the documented, programme-level operation of the continuous-improvement principle across evaluation cycles and to its establishment as a shared working orientation among the staff as a collective; the effect of the announced measures remains to be demonstrated in regular operation.

Accordingly, the panel maintains its original assessment and confirms the recommendation associated with this criterion (see below, chapter G, A3).

D-10. Transparency and documentation [ASIIN 4]

Description of the current status

The documentation framework is described below in three sub-areas: module descriptions, the Diploma and Diploma Supplement, and the relevant rules.

Module descriptions [ASIIN 4.1]

Module Descriptions for the 65 modules of the curriculum are compiled in Appendix 09 using a uniform institutional template. Each module description includes the standard fields (title, semester, module leader, teaching language, curricular relation, teaching

methods, workload, ECTS, prerequisites, objectives and learning outcomes, content, assessment formats, grade calculation, recommended literature). The current set corresponds to the 2025-cohort revision of the talent cultivation plan and is accessible to students and teaching staff through the JIT teaching-management information system and the College portal.

Diploma and Diploma Supplement [ASIIN 4.2]

Upon graduation, students are awarded a graduation certificate and a degree certificate, both bearing the official seal of JIT and the signature of the university president (Appendix 21.1); a Diploma Supplement, prepared in English, is issued together with these certificates. The sample Diploma Supplement (Appendix 21.2) covers student qualifications and personal performance, the classification of the Programme within the Chinese higher education system, module grades and the calculation of the final degree grade, and ECTS-related statistical data on grade distribution and credit completion in line with the ECTS User's Guide. According to §4.2 of the SAR, issuance has proceeded without delays or information errors, and feedback from graduates and employers on the completeness, standardisation and readability of the English supplementary transcript has been positive.

Relevant rules [ASIIN 4.3]

The institutional rules governing the rights and obligations of students are compiled in the annual Student Handbook (Appendix 01), distributed to each student at registration. The 2025 Student Handbook contains the seventeen key regulations listed in Table 4-1 of the SAR, covering student status (Jin Yuan Zi [2023] No. 34), bachelor's degree awarding (Jin Yuan Zi [2025] No. 45), on-campus appeal handling, second-classroom credit recognition, comprehensive quality evaluation, scholarships, financial assistance, work-study, tuition reduction, academic competition management, innovation and entrepreneurship training, and the credit-recognition and exchange-programme regulations referenced under C-3 (Jin Yuan Zi [2024] No. 87 and [2025] No. 29). Faculty and staff access the corresponding documents through the JIT website. JIT distinguishes the level of decision-making responsibility through two prefixes: "Jin Yuan Zi" denotes regulations decided at the level of the University Party Committee or central administrative bodies; "Jin Yuan Jiao Zi" denotes regulations decided by the Academic Affairs Office for university-level teaching matters.

Analysis and assessment of the expert panel

Module descriptions [ASIIN 4.1]

The module documentation in Appendix 09 is structurally complete: all standard fields are present, a uniform template is applied across all modules, and access through the institutional information system makes the documentation available to students and teaching staff. The substantive findings on module-description quality — the unclear boundary between learning outcomes and content, the generic teaching-methods labels, and the absence of module-level versioning — are developed in detail under C-3.Analysis.Content and support the major recommendation [ASIIN 1.3 / 4.1] formulated under C-3. Module-level versioning would be a natural complement to such a revision.

Diploma and Diploma Supplement [ASIIN 4.2]

The panel notes at the outset that the Diploma Supplement issued in line with European Higher Education Area expectations is a relatively recent institutional product within the Chinese higher education context. The sample provided in Appendix 21.2 follows the structure of the ECTS User's Guide and includes the elements expected for international readability — identification of the holder, identification and level of the qualification, the training programme and results obtained, statistical data on grade distribution, and information on the Chinese higher education system. The SAR confirms that the Diploma Supplement is being issued in regular operation alongside the graduation and degree certificates. The panel finds the Diploma Supplement, as currently constructed, fit for purpose under [ASIIN 4.2].

Beyond the formal scope of [ASIIN 4.2], and as a continuation of the forward-looking observation under C-9, the panel notes that the Diploma Supplement provides a natural channel for returning the Programme's existing achievement evidence to each individual graduate. Achievement data of this kind constitute a complement — and ultimately an enrichment — of the conventional academic transcript: the institution already produces the underlying data, and the Diploma Supplement provides the format. The panel offers this as a forward direction the Programme could explore in due course; it does not entail a recommendation under [ASIIN 4.2].

Relevant rules [ASIIN 4.3]

The institutional regulatory framework for the rights and obligations of students is comprehensive: seventeen regulations covering the principal aspects of student progression, financial support, evaluation, exchange, innovation activities and degree awarding are compiled in the annual Student Handbook and distributed to each student; the two-prefix system identifies the decision-making responsibility for each document and supports transparent governance. The annual distribution and the parallel availability through the JIT website ensure that current students, prospective students and faculty have access to the relevant rules.

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

Based on the preliminary assessment and considering the statement of the university, the panel concludes that Jinling Institute of Technology *partially fulfils* the standard for the programme with regard to Criterion 4.1 and *fully fulfils* the standard with regard to Criteria 4.2 and 4.3.

With regard to the module descriptions, the panel takes note that the university has accepted the recommendation formulated under Criterion 1.3 / 4.1. According to the statement, all module descriptions will be uniformly revised to distinguish intended learning outcomes from teaching content and to introduce module-level version control, subject to review by the Programme Teaching Advisory Committee.

The panel notes, however, that this measure is currently still at the planning stage. As the underlying recommendation concerns the module-description quality and the curriculum development process rather than the documentation template alone, the effect of the announced revision remains to be demonstrated in regular operation.

Accordingly, the panel maintains its original assessment and confirms the recommendation associated with this criterion (see below, chapter G, A1).

E. Additional Documents

None.

F. Statement of the Higher Education Institution (03.07.2026)

I. General Overview

Following the on-site evaluation conducted by the expert panel, this undergraduate programme partially complies with the general accreditation criteria and discipline-specific engineering criteria of ASIIN.

In response to the three major recommendations and five minor recommendations put forward by the panel, the programme has set up a special rectification working group. The group has sorted out existing problems item by item against relevant accreditation criteria, formulated targeted rectification measures, defined completion deadlines and supporting documentary evidence, and developed a closed-loop continuous improvement plan. The detailed rectification and implementation scheme is set out as follows:

II. Rectification Plans for Major Recommendations

(citations omitted)

III. Rectification Plans for Minor Recommendations

(citations omitted)

IV. Long-term Safeguard Mechanisms

(citations omitted)

V. Conclusion

The programme fully accepts all evaluation recommendations put forward by the expert panel. Taking the ASIIN general accreditation criteria and discipline-specific engineering accreditation criteria as the core benchmark, the programme will implement rectification tasks item by item. Short-term work will focus on revising institutional documents and teaching materials, while all improvement measures will be solidified into routine long-term operational mechanisms of the programme.

The programme will comprehensively address deficiencies in the curriculum system, ECTS credit management, quality assurance system, student international mobility, laboratory hardware facilities and assessment mechanisms, continuously improve the standardisation and internationalisation of its teaching operations, and fully meet the requirements of international engineering education.

CME Program, School of Materials Engineering, Academic Affairs Office, Jinling Institute of Technology — 3 July 2026.

G. Summary: Expert recommendations (08.07.2026)

Taking into account the additional information and the statement given by the institution, the experts summarize their analysis and *final assessment* for the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Composite Materials and Engineering	With requirements for one year	30.09.2032	EUR-ACE®	30.09.2032

Requirements

A1. **[ASIIN 1.3/4.1]** Provide revised module description with a clearly distinguished learning outcomes and contents, and more precise and detail description of the content.

A2. **[ASIIN 1.5]** The calculation of ECTS credits be based on realistic data reflecting actual student workload, supported by formalised institutional regulations and implemented in regular operation.

A3. **[ASIIN 5]** The principle of continuous improvement be consistently implemented not only at the level of institutional regulations, but also be reflected in a shared quality awareness among staff and be clearly documented at programme level.

Recommendations

E1. [ASIIN 1.1] It is recommended that the intended learning outcomes be anchored at a single descriptive layer. The four educational objectives may be retained in their conventional formulation at the five-year-after-graduation level, and should be clearly distinguished from the eleven graduation requirements at the graduation-time level.

E2. **[ASIIN 1.3]** It is recommended that the curriculum be organised in a more structured and systematic manner, with particular attention to avoiding unnecessary overlap of course content, and to enhancing its international comparability.

E3. **[ASIIN 1.3]** It is recommended that effective measures be implemented to enhance student mobility, thereby strengthening the openness and internationalisation of the programme.

E4. **[ASIIN 2]** It is recommended that passing requirements for all final examinations be clearly and formally defined, such that coursework and the final examination must be passed individually.

E5. **[ASIIN 3.3]** It is recommended to modernize and enhance laboratory equipment for better adaption to industrial standards and modern and future oriented education.

H. Comment of the Technical Committees 05/09 (10.09.2026)

Technical Committee 05 – Materials Science, Physical Technologies (10.09.2026)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the results of the procedure and seeks clarification regarding Recommendation E4. The recommendation refers to the fact that, under the university's current examination regulations, coursework may compensate for a failure in the final examination. The experts, however, consider that both coursework and the final examination should be passed individually. Therefore, the Technical Committee proposes making several amendments to clarify this conclusion.

Assessment and analysis for the award of the EUR-ACE® Label:

The Technical Committee deems that the intended learning outcomes of the degree programme do comply with the engineering specific parts of Subject-Specific Criteria of the Technical Committee 05 – Materials Science, Physical Technologies.

The Technical Committee 05 – Materials Science, Physical Technologies recommends the award of the seals as follows:

Degree Programme	**ASIIN Seal**	**Maximum duration of accreditation**	**Subject-specific label**	**Maximum duration of accreditation**
Ba Composite Materials and Engineering	With requirements for one year	31.12.2031	EUR-ACE®	31.12.2031

Technical Committee 09 – Chemistry, Pharmacy (10.09.2026)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the three requirements and four recommendations proposed by the expert panel. These are requirements concerning the module descriptions, the student workload and the quality management system. After a brief discussion, the Technical Committee agrees to the proposals of the expert panel.

The Technical Committee 09 – Chemistry, Pharmacy recommends the award of the seals as follows:

Degree Programme	**ASIIN Seal**	**Maximum duration of accreditation**	**Subject-specific label**	**Maximum duration of accreditation**
Ba Composite Materials and Engineering	With requirements for one year	31.12.2031	EUR-ACE®	31.12.2031

I. Decision of the Accreditation Commission (25.09.2026)

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

The Accreditation Commission agrees with the assessment of the experts and the Technical Committee, but makes the following changes. Former recommendation E 4 is upgraded to a requirement (now A 3). Clearly defined passing requirements for examinations are a mandatory element of a transparent examination system (ASIIN criterion 2), so this deficit has to be remedied rather than merely recommended. In addition, the requirements are editorially revised and reformulated in an action-oriented manner for better understanding, without changing their substance. The requirements and recommendations are renumbered accordingly.

Assessment and analysis for the award of the EUR-ACE® Label:

The Accreditation Commission deems that the intended learning outcomes of the degree programme do comply with the engineering specific parts of Subject-Specific Criteria of the Technical Committees 05 and 09.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label*	Maximum duration of accreditation
Ba Composite Materials and Engineering	With requirements for one year	30.09.2032	EUR-ACE®	30.09.2032

* Subject to the approval of the ENAEE Administrative Council

Requirements

A 1. [ASIIN 1.3/4.1] Provide revised module description with clearly distinguished learning outcomes and contents, and more precise and detail description of the content.

A 2. [ASIIN 1.5] Based the calculation of ECTS credits on realistic data reflecting actual student workload, supported by formalised institutional regulations and implemented in regular operation.

A 3. [ASIIN 2] Ensure that the passing requirements for all final examinations are clearly and formally defined, such that coursework and the final examination must be passed individually.

A 4. [ASIIN 5] Implement the principle of continuous improvement consistently not only at the level of institutional regulations, but also reflect it in a shared quality awareness among staff and document it clearly at programme level.

Recommendations

E 1. [ASIIN 1.1] It is recommended that the intended learning outcomes be anchored at a single descriptive layer. The four educational objectives may be retained in their conventional formulation at the five-year-after-graduation level, and should be clearly distinguished from the eleven graduation requirements at the graduation-time level.

E 2. [ASIIN 1.3] It is recommended that the curriculum be organised in a more structured and systematic manner, with particular attention to avoiding unnecessary overlap of course content, and to enhancing its international comparability.

E 3. [ASIIN 1.3] It is recommended that effective measures be implemented to enhance student mobility, thereby strengthening the openness and internationalisation of the programme.

E 4. [ASIIN 3.3] It is recommended to modernize and enhance laboratory equipment for better adaption to industrial standards and modern and future oriented education.

Appendix: Learning objectives and curricula

1. Learning outcomes

(SAR 1.1.2) The CME program's educational objectives are defined as follows:

(1) Possess strong humanities/social science literacy and high engineering ethics; master national laws, regulations, and industry standards for the composite materials sector; uphold environmental and social responsibility; and evaluate the impacts of engineering designs/practices on culture, public health, safety, environmental sustainability, and social development.

(2) Apply mathematical, natural science, and engineering fundamentals (plus domain-specific knowledge and modern tools) to analyze and solve complex practical engineering problems in composite materials; and be competent in design, R&D, manufacturing, and operation within the discipline.

(3) Work independently, collaborate effectively, and lead in professional/interdisciplinary teams; adapt proactively to social/environmental changes; and demonstrate a global perspective, strong communication skills, and engineering project management proficiency.

(4) Commit to lifelong learning: update knowledge and competencies via continuing education; track emerging knowledge, technologies, products, and standards in composite materials; and apply these advancements to professional practice.

(Appendix 5.1)Adhering to the principle of moral education as the foundation, students will systematically acquire the basic theories, specialized knowledge and core skills of the Composite Materials and Engineering program, receive rigorous engineering practice training, and focus on the cultivation of practical and innovative capabilities, so as to meet the following program requirements:

1. Engineering Knowledge

Graduates have a solid foundation of knowledge in mathematics, natural sciences, information sciences and engineering fundamentals; systematically master the basic theoretical knowledge of the composite materials and engineering major and possess a complete and coherent professional knowledge framework; are able to integrate the core theories and technologies of related disciplines and form an interdisciplinary knowledge system that supports the solution of complex engineering problems in the field of composite materials.

2. Problem Analysis

Graduates are able to apply engineering knowledge to identify and formulate complex engineering problems in the design, preparation and application of composite materials and related fields; can sort out key technical characteristics and specific requirements and conduct scientific verification, by applying multiple methods such as mathematical analysis, computer-aided design, and systematic experimental research; conduct an in-depth analysis of key influencing factors such as material components, process parameters, and environmental conditions; select and apply appropriate analysis and modeling techniques, draw valid conclusions, and communicate them to relevant stakeholders.

3. Design/Development of Solutions

Graduates are able to design and develop systematic solutions for complex engineering problems related to composite materials in accordance with predefined specific technical indicators and requirements; are capable of independently designing composite material components, production units, or full-process technical schemes that meet the requirements of application scenarios, can integrate innovative thinking and awareness of artificial intelligence technology application into the design process, and improve the scientificity and efficiency of design by means of numerical simulation, intelligent optimization and other methods. The solutions are viable, and the design deliverables can tangibly meet the demands of industrial advancement and social progress.

4. Research

Graduates know literature retrieval methods, proficiently use various databases for retrieval, and are able to accurately screen and effectively extract core data and key information from literatures; initiatives to tackle complex engineering issues in the field of composite materials; are able to conduct research on complex engineering problems related to composite materials based on scientific principles and by adopting scientific methods, including designing experimental protocols, conducting experiments safely, collecting and recording experimental data accurately and objectively, as well as analyzing and interpreting the data; and draw reasonable and valid conclusions through comparative analysis with the findings of relevant literatures.

5. Application of Modern Tools

Graduates are able to select, use and develop appropriate modern production equipment, characterization technologies, literature resources, simulation and emulation tools, as well as information technology tools to address complex engineering problems related to composite materials; including the prediction and simulation of complex engineering problems related to composite materials, and are able to understand their limitations. Throughout the entire process of tool application and technology development, graduates shall strictly

comply with safety technical specifications, take into account economic feasibility analysis, and ensure that tool application and technology development meet the requirements of engineering practice.

6. Engineering and Sustainable Development

Graduates have a good understanding of the knowledge related to the environment and sustainable development in composite materials engineering; are able to analyze and evaluate the impacts of engineering practices on health, safety, the environment, laws, as well as economic and social sustainability based on the relevant background knowledge of composite materials engineering, and understand the corresponding responsibilities they should undertake.

7. Engineering Ethics and Professional Codes

Graduates are familiar with the legal norms such as qualification compliance, safety assurance and intellectual property rights; In accordance with ethical principles such as prioritizing social responsibility, integrity, fairness, and sustainable development, graduates possess the awareness of dedicating themselves to engineering for national prosperity and public well-being, along with attainments in the humanities and social sciences and a strong sense of social responsibility.

8. Individual and Teamwork

Graduates are able to act as individuals, team members or leaders in diverse, interdisciplinary teams; and to communicate effectively with team members to carry out collaborative work.

9. Communication

Graduates are able to communicate and interact effectively with industry peers and the general public on complex engineering problems, including writing reports and design documents, delivering presentations, and expressing ideas or responding to instructions clearly, can also communicate and exchange ideas in cross-cultural contexts, with an understanding and respect for linguistic and cultural differences.

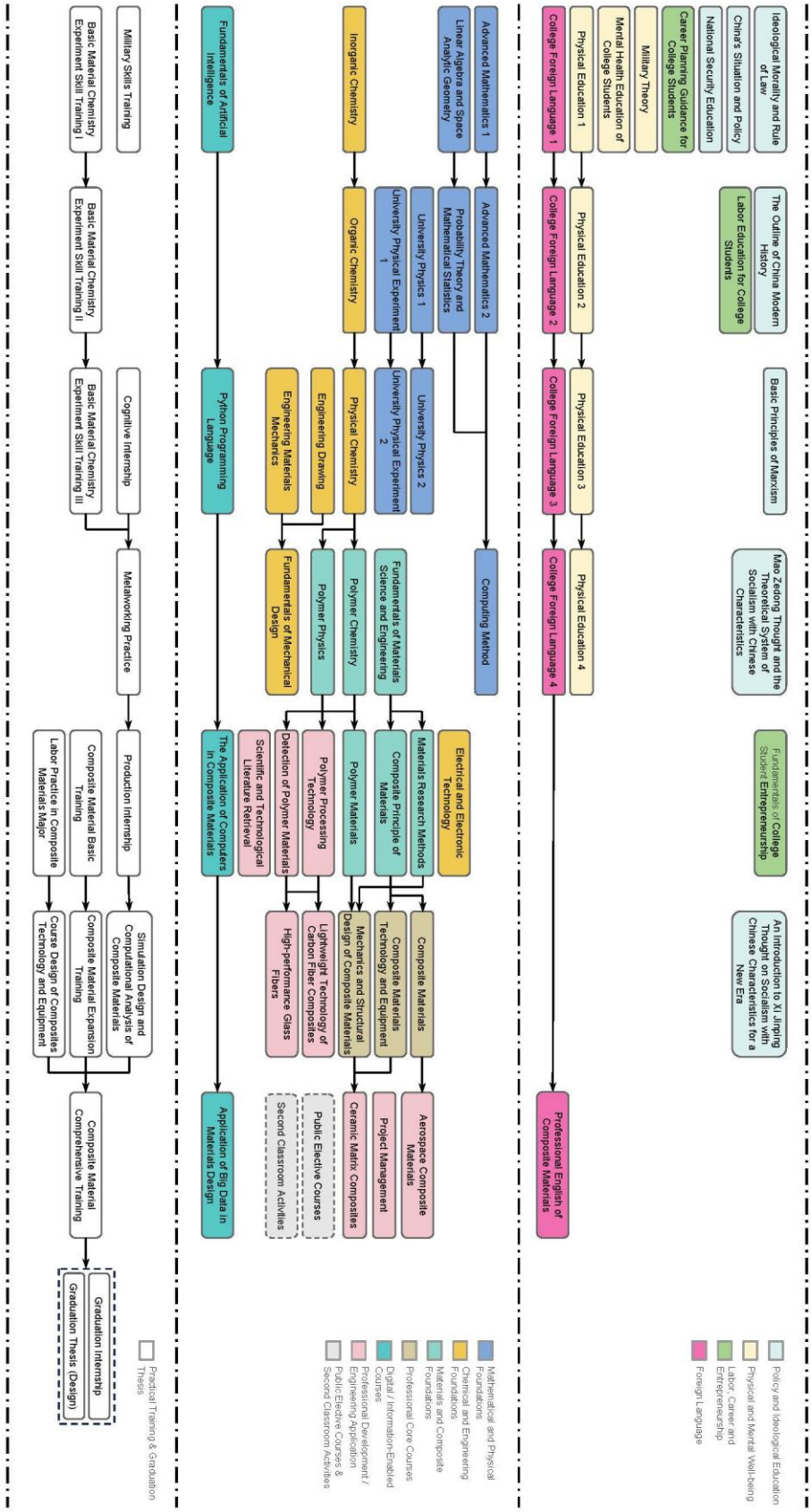
10. Project Management

Graduates possess the knowledge of project management and the methods of economic decision-making; have a good grasp of the cost composition throughout the entire life cycle and full process of composite materials engineering and its products, and possess the ability to apply project management tools and methods to solve practical engineering problems in interdisciplinary collaboration scenarios.

11. Lifelong Learning

Graduates are able to keep track of the development of cutting-edge technologies in the professional field, possess the awareness and capability of independent exploration, autonomous learning, lifelong learning and critical thinking, understand the impacts of widespread technological transformations on engineering and society, and adapt to new technological changes.

2. Curriculum



Evidence-08 Curricular Overview

Table 1 Curriculum and Schedule for Theoretical Courses

Category	Enrollment Requirement	No.	Code	Name	ECTS	Study Hours			Semester Offered
						Total	Contact	Self-study	
General Education Courses	Compulsory	1	0305128010	Ideological Morality and Rule of Law	1.5	50	48	2	1
		2	0305128011	The Outline Of China Modern History	1.5	50	48	2	2
		3	0305128012	Basic Principles of Marxism	1.5	50	48	2	3
		4	0305128016	Mao Zedong Thought and the theoretical system of socialism with Chinese characteristics	1.5	50	48	2	4
		5	0305128018	An Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era	1.5	50	48	2	6
		6	0305128014	China's Situation and Policy	2.0	64	0	64	1-8
		7	0305128027	National Security Education	0.5	16	16	0	1
		8	0502111088-91	College Foreign Language 1-4	15.0	442	192	250	1-4
		9	0402126019-22	Physical Education 1-4	4.0	128	128	0	1-4
		10	0711131002	Mental Health Education of College Students	1.0	32	16	16	1
		11	0701120123-24	Advanced Mathematics 1-2	12.5	374	160	214	1-2
		12	0701120125	Linear Algebra and Space Analytic Geometry	2.5	74	48	26	1
		13	0701120126	Probability Theory and Mathematical Statistics	3.5	104	48	56	2
		14	0701120146	Computing Method	3.0	90	32	58	4
		15	0702120213-14	University Physics 1-2	6.5	194	96	98	2-3
		16	0702920405-06	University Physical Experiment 1-2	2.0	60	32	28	2-3
		17	0809113029	Fundamentals of Artificial Intelligence	3.0	90	56	34	1
		18	0809113031	Python Programming Language	4.5	134	64	70	3
		19	0306131001	Military Theory	1.0	32	0	32	1
		20	0303132006	Career Planning Guidance for College	0.5	16	16	0	1

Category	Enrollment Requirement	No.	Code	Name	ECTS	Study Hours			Semester Offered
						Total	Contact	Self-study	
				Students					
		21	0303132007	Fundamentals of College Student Entrepreneurship	0.5	16	16	0	5
		22	0303131001	Labor Education for College Students	0.5	16	8	8	2
Professional Basic Courses	Compulsory	23	0703207018	Inorganic Chemistry	2.5	74	32	42	1
		24	0703207019	Organic Chemistry	2.5	74	32	42	2
		25	0703207020	Physical Chemistry	2.5	74	32	42	3
		26	0804207033	Fundamentals of Materials Science and Engineering	5.0	148	48	100	4
Professional Courses	Compulsory	27	0804307037	Polymer Chemistry	4.0	120	48	72	4
		28	0804307038	Polymer Physics	4.0	120	48	72	4
		29	0804307048	Materials Research Methods	3.0	90	32	58	5
		30	0804307049	Composite Principle of Materials	3.0	90	32	58	5
		31	0804307050	Composite Materials	4.5	134	48	86	6
		32	0804307001	Mechanics and Structural Design of Composite Materials	3.0	90	32	58	6
		33	0804307051	Composite Materials Technology and Equipment	4.5	134	48	86	6
	Restricted Elective	34	0804407110	Polymer Materials	3.0	90	32	58	5
		35	0804407158	Professional English of Composite Materials	3.0	90	32	58	7
		36	0804407010	The Application of Computers in Composite Materials	3.0	90	32	58	6
		37	0802407088	Engineering Drawing	1.5	44	24	20	3
		38	0804407159	Engineering Materials Mechanics	2.0	60	32	28	3
		39	0802407089	Fundamentals of Mechanical Design	1.5	44	24	20	4
		40	0806407001	Electrical and Electronic Technology	1.5	44	24	20	5
		41	1201407002	Project management	1.5	44	24	20	7

Category	Enrollment Requirement	No.	Code	Name	ECTS	Study Hours			Semester Offered
						Total	Contact	Self-study	
		42	0804407160	Scientific and Technological Literature Retrieval	1.5	44	24	20	5
	Free Elective	43	0804507064	Detection of polymer materials	3.0	90	32	58	5
		44	804507065	Polymer Processing Technology	3.0	90	32	58	5
		45	0804507066	Lightweight Technology of Carbon Fiber Composites	3.0	90	32	58	6
		46	0804507067	Aerospace Composite Materials	3.0	90	32	58	7
		47	0804507068	High-performance glass fibers	3.0	90	32	58	6
		48	0804507069	Application of Big Data in Materials Design	3.0	90	32	58	7
		49	0804507031	Ceramic Matrix composites	3.0	90	32	58	7
		50	0804507020	Fundamentals of Rheology	3.0	90	48	42	5

Note: Students must select at least two courses from the Free Elective Courses.

Table 2 Arrangement of Intensive Practical Components

Category	Enrollment Requirement	No.	Code	Name	ECTS	Study Hours			Semester Offered
						Total	Contact	Self-study	
Military Training	Compulsory	1	0306931000	Military Skills Training	2.5	80	80	0	1
Internship and Training		2	0804907021	Cognitive Internship	3.0	88	80	8	3
		3	0804907004	Basic Material Chemistry Experiment Skill Training I	3.0	88	80	8	1
		4	0804907005	Basic Material Chemistry Experiment Skill Training II	3.0	88	80	8	2
		5	0804907147	Basic Material Chemistry Experiment Skill Training III	3.0	88	80	8	3
		6	0804907111	Composite Material Basic Training	3.0	88	80	8	5
		7	0804907112	Composite Material Expansion Training	3.0	88	80	8	6
		8	0804907148	Composite Material Comprehensive training	6.0	178	160	18	7
		9	0802907061	Metalworking Practice	1.5	44	40	4	4
		10	0804907149	Production Internship	3.0	88	80	8	5
		11	0804907150	Labor Practice in Composite Materials Major	3.0	88	80	8	5
		12	0804907002	Graduation internship	5.5	164	160	4	8
Course Design		13	0804907041	Simulation Design and Computational Analysis of Composite Materials	3.0	88	80	8	6
		14	0804907048	Course Design of Composites Technology and Equipment	3.0	88	80	8	6
Graduation Thesis (Design)		15	0804907151	Graduation Thesis (Design)	25.5	764	254	510	8

Table 3 Arrangement of Partial Public Elective Courses

Category	Enrollment Requirement	No.	Name	ECTS	Study Hours			Semester Offered
					Total	Contact	Self-study	
Public Elective Courses	Free Elective	1	Materials and Life	1	34	32	2	all
		2	Archaeology and Materials Science	1	34	32	2	all
		3	Unlimited Creativity – Computer Graphics and 3D Printing Technology	1	34	32	2	all
		4	We in the Eyes of AI – Exploring Human Body Digital Imaging	1	34	32	2	all
		5	Polymer Materials (MOOC Course)	1	34	32	2	all
		6	Exploring the "Vision" World – An Introduction to Optometry and Visual Science	1	34	32	2	all
		7	The "Art" of Chips	1	34	32	2	all
		8	Great Beauty in Health	1	34	32	2	all
		9	Visual Health Preservation and Rehabilitation Technology	1	34	32	2	all
		10	Pillars of Strength: Exploring the Extraordinary Properties of New Materials	1	34	32	2	all

Note: The university offers a total of more than 100 public elective courses, and the 10 courses mentioned above are for illustration. Students must select at least five courses from the Public Free Elective Courses, and must complete 5 ECTS credits by the end of the seventh semester.

In addition, students are required to complete 5 ECTS of Second Classroom activities by the seventh semester at the latest.