ASIIN Seal

Accreditation Report

Bachelor's Degree Programme:
Electronic Information Engineering

Offered by

Jinling Institute of Technology

Version: 25 September 2026

Status: *final version*

Table of Content

A. Accreditation Status 4

Result Overview 4

Fulfilment of the Accreditation Criteria 4

Requirements 5

Accreditation History 5

B. About the Accreditation Process 6

C. Context of the Degree Programme 7

C-1. Numbers and facts 7

C-2. Characteristics and features 7

D. Assessment of the Expert Panel 9

D-1. Objectives and learning outcomes of the degree programme [ASIIN 1.1] 9

D-2. Name of the degree programme [ASIIN 1.2] 12

D-3. Curriculum [ASIIN 1.3] 14

D-4. Admission requirements [ASIIN 1.4] 17

D-5. Workload and credits [ASIIN 1.5] 19

D-6. Didactics and teaching methodology [ASIIN 1.6] 22

D-7. Exams: System, concept and organisation [ASIIN 2] 23

D-8. Resources [ASIIN 3] 26

D-9. Quality management: Quality assurance and development [ASIIN 5] 30

D-10. Transparency and documentation [ASIIN 4] 33

E. Additional Documents 37

F. Statement of the Higher Education Institution (03.07.2026) 38

G. Summary: Expert recommendations (08.07.2026) 40

H. Comment of the Technical Committees 02/04 (11.09.2026) 42

Technical Committee 02 – Electrical Engineering/Information Technology (11.09.2026) 42

Technical Committee 04 – Informatics/Computer Science (10.09.2026) 43

I. Decision of the Accreditation Commission (25.09.2026) 44

Appendix: Learning objectives and curricula.....46

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 Electronic Information Engineering	Accredited with requirements	30.09.2026 - 30.09.2032	Accredited with requirements	30.09.2026 - 30.09.2032

Fulfilment of the Accreditation Criteria

ASIIN General Criteria / Subject-Specific Criteria	Ba Electronic Information 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 Electronic Information 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	Fulfilled
4.2 Diploma and Diploma Supplement	Not fulfilled Requirement A4
4.3 Relevant rules	Fulfilled
5 Quality Management: Quality Assessment and Development	
5 Quality Management: Quality Assessment and Development	Fulfilled

Requirements

A 1. [ASIIN 1.3] Implement effective measures to enhance student mobility, thereby strengthening the openness and internationalisation of the programme.

A 2. [ASIIN 1.5] Implement a systematic process to regularly monitor and evaluate student workload, involving students in the review, and adjust the awarded ECTS credits where necessary.

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 4.2] Provide all graduates with a Diploma Supplement in line with the ASIIN criteria.

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)
电子信息工程	Electronic Information Engineering	ASIIN Seal, EUR-ACE	02/04

Date of the contract: 18.09.2025

Submission of the final version of the SAR: 23.02.2026

Date of the onsite visit: 16–17.04.2026

at: Jinling Institute of Technology, Nanjing, China

Expert panel:

Prof. Dr. Reinhard Moeller, Bergische U Wuppertal;

Prof. Dr. Moustafa Nawito, IU Internationale Hochschule;

Dr. Yuming Song, Luan Ce Consultancy;

Ms. Xiaoqiu Pan, Graduate Student at Shanghai University of Engineering Science (SUES)

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 02 - Electrical Engineering/Information Technology as of 23 September 2022

Subject-Specific Criteria of Technical Committee 04 - Informatics/Computer Science as of 29 March 2018

C. Context of the Degree Programme

C-1. Numbers and facts

a) Name	Final degree (original/English translation)	b) Areas of Specialisation	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
电子信息工程 Electronic Information Engineering	工学学士 Bachelor of Engineering	Electronic Information Engineering	6	Full time	/	8 Semester	218 ECTS	Annually / 2007

C-2. Characteristics and features

Jinling Institute of Technology (JIT) is a public full-time undergraduate university operating within the Chinese higher education system, located in Nanjing, Jiangsu Province. The university is authorised to award bachelor's degrees in accordance with national regulations.

JIT defines itself as an applied-oriented institution embedded in the regional industrial ecosystem of the Yangtze River Delta. Its institutional profile emphasises the cultivation of practice-oriented engineering professionals capable of serving regional economic and industrial development. The university is a pilot institution for the national reform of application-oriented universities (Ministry of Education) and a construction unit of first-class applied undergraduate universities in Jiangsu Province.

The university offers more than fifty undergraduate programmes covering Engineering, Agriculture, Management, Economics, Literature, Science and Art, with a total enrolment of approximately 20,000 students. The Bachelor's degree programme in Electronic Information Engineering (EIE) under review is offered by the School of Electronic and Information Engineering (SEIE), founded in 2014.

The EIE Programme was launched in 2007. It is structured as a four-year programme comprising eight semesters and follows the general framework of Chinese undergraduate engineering education, combining general education, disciplinary foundations, specialised professional modules and practice-oriented elements. The application orientation of the

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

Programme focuses on embedded system development and microwave / radio frequency technology.

Practical training forms an integral component of the Programme. Laboratory work, course design projects, comprehensive training modules, professional internships and the graduation thesis (project) are embedded across all eight semesters. Cooperation agreements with industry partners — including Nanjing Qinheng Microelectronics, Huatian Technology, Nanjing Thundersoft Software and Nanjing Unitech Information Technology — support internship placements, dual-supervisor arrangements for selected graduation projects, and applied project activities.

Student admission is conducted within the framework of the National College Entrance Examination (Gaokao). Enrolment follows national and provincial regulations governing undergraduate education.

In its strategic development, JIT places increasing emphasis on alignment with international academic standards. Within this context, the present accreditation procedure is positioned as part of the institution's broader effort to strengthen the international visibility and comparability of the EIE Programme.

Upon successful completion of the prescribed study period and graduation requirements, students are awarded the corresponding Bachelor of Engineering degree in accordance with institutional and national regulations.

D. Assessment of the Expert Panel

This evaluation report is based on the preliminary evaluation report for the degree programmes 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 programmes under review. In addition to the audit meetings, the expert panel relies on the documentation about the programmes 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 SAR (§1.1) and the supporting appendices (Appendix 05 Objectives and Learning Outcomes, Appendix 07.1 Objective–Module Matrix, Appendix 08.1 Study Plan §II), the institution has defined for the EIE Programme, on the basis of the Chinese engineering education accreditation framework, five programme objectives and a system of eleven intended learning outcomes. The logical relationship between the five objectives and the eleven learning outcomes is presented in Table 1 of Appendix 08.1.

The five programme objectives describe the career achievements expected of graduates approximately five years after graduation. They address: (i) a solid foundation in mathematics, natural sciences and the discipline applied to complex engineering problems in electronic and information engineering; (ii) the comprehensive application of professional knowledge and modern tools to system design, application development, system integration, and project and technical management; (iii) understanding of the multidisciplinary background of engineering problems and consideration of social, environmental, ethical and legal aspects in engineering practice; (iv) communication, teamwork, project management and professional ethics in the team working environment of small and medium-sized

enterprises; and (v) cross-cultural communication, international cooperation and lifelong learning in response to industrial upgrading. The eleven learning outcomes describe the competences students are expected to have acquired at the point of graduation.

The institutional procedure for the development and revision of programme objectives and learning outcomes is regulated by the "Measures for the Administration of Undergraduate Study Plan" and the "Measures for the Formulation (Revision) of Study Plan of the School of Electronic and Information Engineering" (Appendices 2.3 and 2.30). The procedure includes stakeholder research prior to revision, drafting by the Programme team, review and demonstration by the Programme Advisory Committee (which includes industry experts), submission to the Academic Affairs Office, and approval by the University Academic Affairs Committee. Section 1.1 of the SAR refers to the revision of the Study Plan for the 2025 cohort as an example, with revision comments from industrial and enterprise experts documented in Appendix 8.3.

The Objective–Module Matrix (Appendix 07.1) documents the correspondence between the modules of the curriculum, the eleven learning outcomes of the Programme and the relevant Subject-Specific Criteria of Technical Committee 02 (SSC02), the latter introduced as a reference frame for the purposes of ASIIN accreditation. The institutional procedure for formulating learning outcome observation points and for evaluating their achievement is regulated by Appendix 2.31 and the corresponding implementation rules (Appendices 2.7 and 2.33). The objectives and learning outcomes are publicly accessible in both Chinese and English on the School website (including a dedicated ASIIN accreditation page) and in the SAR. Section 1.1.3 of the SAR addresses the validity of the objectives and learning outcomes through reference to programme assessment outcomes, market demand statistics and graduate survey data (Appendix 22), reporting an annual employment rate above 90 % over the past five years.

Analysis and assessment of the expert panel

The EIE Programme presents a clearly structured and publicly documented system of programme objectives and learning outcomes. The competence profile is derived from the Chinese engineering education accreditation framework, which defines a two-tier structure consisting of programme objectives (career achievements expected approximately five years after graduation) and graduation requirements / learning outcomes (competences expected at the point of graduation). In terms of formal clarity and public availability, the panel finds the competence profile to be comprehensible and transparently anchored.

In the version of the SAR submitted to the panel, the five programme objectives are stated as outcomes to be achieved "after four years of study", which substantively overlaps

with the formulation of the eleven learning outcomes. During the onsite discussions, the programme coordinator confirmed that this is an editorial slip in the English text: the programme objectives are intended to refer to the five-years-after-graduation horizon defined by the Chinese engineering education accreditation framework, in line with the two-tier structure described above. The panel therefore considers this a documentation point that the institution will correct in the revised English-language programme documentation; no further action is required under [ASIIN 1.1].

With regard to academic classification, the panel notes that the TC02 Subject-Specific Criteria are designed to cover, on the Chinese side, three first-level disciplinary categories within the engineering catalogue — Electrical (0806), Electronic Information (0807) and Computer Science and Technology (0809) — which together comprise approximately forty undergraduate majors. Given this broad disciplinary scope, the SSC02 reference outcomes and content are not intended as a one-to-one specification for any individual programme; isolated deviations between the EIE Programme and the SSC02 reference set therefore reflect the breadth of the criteria's design and do not, in themselves, indicate a structural gap. The substantive correspondence between the curriculum and the TC02 subject requirements is taken up under C-3.

The validity of the objectives and learning outcomes is corroborated by the SAR through reference to graduate employment rates and employer satisfaction (Appendices 22.2 and 22.3). Beyond these external indicators, the institution's own programme-level achievement assessment for the 2024 graduating cohort (described under C-7) provides a coherent reading of the learning outcomes against twelve graduation requirements, with all twelve dimensions reported above the institutional threshold of 0.7. In the panel's view, this evidence base substantiates that the defined objectives and learning outcomes are being achieved by graduates of the Programme; the institution has, on this basis, produced a substantive demonstration of the validity of its competence profile. The further development of the documented and traceable link between graduate / employer feedback and specific revisions of the competence profile is a matter of continued institutional practice within the existing quality assurance cycle and is, accordingly, not the subject of a recommendation under [ASIIN 1.1]

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 fully fulfils the standard for the programme.

The panel takes note that the university has submitted a revised Study Plan. According to the statement, the wording by which the five programme objectives were presented as outcomes to be achieved after four years of study resulted from an editorial oversight in the English-language documentation; the revised Study Plan states the programme objectives as the career achievements expected of graduates approximately five years after graduation, in line with the two-tier structure of the Chinese engineering education accreditation framework.

This confirms the reading already established during the onsite discussions. Accordingly, the panel maintains its original assessment.

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 information presented in the Self-Assessment Report (§1.2), the programme documentation, the sample diploma certificates (Appendix 21.1) and the formal approval documentation (Appendices 6.1 and 6.2), the official title of the programme is defined as:

- 电子信息工程 / Electronic Information Engineering

The degree awarded is Bachelor of Engineering (工学学士). The English title corresponds to the officially approved Chinese programme name as defined in the national undergraduate disciplinary catalogue published by the Ministry of Education. The programme was

approved by the Ministry of Education in 2007 (Appendix 6.1) and admitted its first cohort in September of the same year. The major code was originally 080603 and was revised to 080701 with the ministry's subsequent approval (Appendix 6.2).

The programme title is consistently used across the programme documentation, the official diploma certificates and the public descriptions submitted with the application.

Analysis and assessment of the expert panel

The panel finds the programme title to be suitable. The Bachelor's degree programme in Electronic Information Engineering offers a balanced mix of electronics, circuits and hardware topics on the one hand, and information processing, communication and embedded software topics on the other. The disciplinary scope is consistent with internation-ally recognisable academic terminology used for bachelor programmes in electronic information engineering.

Given that the Ministry of Education of the People's Republic of China centrally administers the catalogue of undergraduate majors as well as the disciplinary system for postgraduate education, the title is not misleading. The panel further confirms that the title is not inconsistent with the defined learning outcomes and the curricular structure documented in the Study Plan. The English translation corresponds directly to the original Chinese designation. No misunderstandings or wrong expectations on the part of students or employers attributable to the programme name were reported.

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

Content & Structure

Based on the SAR (§1.3), the module descriptions (Appendix 9.1), the curricular overviews (Appendices 8.1 and 8.2) and the Sequence-of-Main-Courses diagram (Figure 1-2 of the SAR), the EIE Programme is organised within a modular curriculum system structured into nine course groups:

- General Education (13% of total credits, Semesters 1–7)
- Mathematical and Physical Foundations (14.25%, Semesters 1–4)
- Information Technology (3.5%, Semesters 1–2)
- Foreign Languages (5%, Semesters 1–4)
- Engineering Foundations (11.75%, Semesters 1–4)
- Engineering Applications (18.25%, Semesters 4–8)
- Elective Courses (5.5% professional + 5% public, Semesters 3–7)
- Practical Training and Graduation Thesis (23.75%, Semesters 1–8)
- Graduation Thesis (Project) (within Practical Training, Semester 8)

The Programme is structured as a four-year programme comprising eight semesters. The SAR (§1.3.1, §1.5.2 and Table 1-3) reports a total student workload of 200 ECTS over the four-year period; the metadata table in Section B-1 above reports 218 ECTS — the relationship between the two figures is taken up under C-5. The Objective–Module Matrix (Appendix 7.1) documents the correspondence between course modules and the learning outcomes. Practical training elements — cognitive practice, basic engineering practice, course design projects (analogue, digital, FPGA, embedded), comprehensive training modules (including embedded AI and RF/microwave AI integration), professional internships and the graduation thesis — are embedded across all eight semesters. For selected graduation projects, a dual-supervisor system is implemented (Appendix 17.4); off-campus internships are supported by cooperation agreements with six enterprise partners (Appendix 3.1).

Mobility

Mobility data submitted in Appendix 10.2 indicate that, over the past five years, no current EIE student is participating in long-term exchange programmes outside the Chinese mainland. The SAR (§1.3.3) reports one inter-university domestic exchange (2025) and two graduates pursuing master's degrees overseas (Appendix 13.2). The institution acknowledges the limited mobility situation and identifies as contributing factors the limited number of international programmes matching the EIE core curriculum among partner universities,

the cost of overseas study, the impact of the COVID-19 pandemic, and the historical shortage of subject-specific exchange agreements. Going forward, participation in exchange programmes is to be incorporated into the evaluation criteria for student scholarships. Recognition of qualifications acquired externally is regulated through the "Measures for Credit Recognition" (Appendix 13.1).

Periodic Review

According to the SAR (§1.3.4) and the relevant institutional measures (Appendices 2.8, 2.9, 2.17, 2.34, 2.35), the EIE Programme operates a closed-loop monitoring and evaluation mechanism for courses comprising the steps of formulation, review, evaluation, feedback and optimisation. At programme level, an annual course evaluation is organised. Recent revisions cited by the SAR include the introduction of new courses (Comprehensive Training on Embedded AI, New-Generation Mobile Communication Technology, Comprehensive Training on RF/Microwave AI Integration) and the optimisation of teaching content and assessment methods in core courses such as Embedded System Design and RF Circuit Technology and Applications.

Analysis and assessment of the expert panel

Content and Structure

Based on the curricular materials submitted, the panel notes that the Bachelor of Electronic Information Engineering programme comprises 88 courses in total, of which 57 (64.8 %) are engineering-related and 31 (35.2 %) are non-engineering-related. The vertical progression from foundational mathematics and physics, through engineering fundamentals (circuits, signals and systems, electromagnetic field, microwave) and engineering applications (embedded systems, DSP, FPGA, communication principles), to elective specialisations (AI + Embedded Systems, AI + RF/Microwave) and the graduation thesis is visible in the curricular documentation. The proportion of engineering-related courses is consistent with an applied engineering bachelor profile that also includes a substantial general education component aligned with national curricular requirements.

Within the present credit structure, the share allocated to Information Technology (3.5 %) and to the Engineering Foundations module (11.75 %) appears comparatively limited in light of the disciplinary depth required by an engineering bachelor programme oriented towards embedded systems and RF / microwave technology. A reallocation from the general education component — which currently accounts for 13 % of total credits, exceeding the share of either Engineering Foundations or Information Technology — towards these two components would allow for additional depth in the core disciplinary areas, while

keeping the overall student workload within a reasonable range. The panel further observes that several core engineering and information technology modules are concentrated in the second half of the four-year study period; earlier exposure to industry- and application-relevant content would help channel students' general motivation into specific disciplinary directions at an earlier point.

Based on the submitted curricular documentation, the panel initially formed the impression that certain elements of the international disciplinary canon for an electronic information bachelor programme were addressed only to a limited extent — examples included the absence of a dedicated course on semiconductor physics, the inclusion of metalworking practice as a compulsory practical component, the focus on Verilog (without VHDL) within the FPGA module, and the focus of the Electronic Circuit CAD course on PCB design without coverage of circuit simulation with SPICE-class tools. Minor structural points were also noted (a single module description for two-part Advanced Mathematics and College Physics, and the placement of determinants before matrices in Linear Algebra). Through the onsite discussions with the programme coordinators and teaching staff, however, the panel was satisfied that these contents are in fact addressed within the curriculum. The apparent gaps reflect a combination of terminology differences between the Chinese and European disciplinary classification systems and questions of breadth and depth within existing modules; they do not, in themselves, indicate structural deficiencies and can be addressed within the framework of continuous curriculum development.

Mobility

Concerning student mobility, the panel acknowledges the openness with which the institution has reported the absence of meaningful outgoing student mobility over the past five years. In the context of international accreditation, however, mobility functions as an indicator of curricular compatibility, recognition mechanisms and international accessibility. While the institution has formulated the intention to incorporate participation in exchange programmes into the scholarship evaluation criteria, the documentation does not yet identify operational measures — such as "mobility windows" in the curriculum, pre-approved equivalent course lists with potential partner universities, or subject-specific exchange agreements with European Universities of Applied Sciences — that would support a verifiable expansion of outgoing mobility within a defined timeframe.

Periodic Review

With regard to the periodic review of the programme, the regulatory framework is fully in place; however, the documentation submitted primarily reflects the institutional regulation rather than illustrative working documents from the most recent revision cycles. Ad-

ditional evidence — records of curriculum changes resulting from the review cycle, comparative data underpinning specific revisions, or meeting minutes of the Programme Advisory Committee — would help substantiate that the review mechanism operates as a documented institutional practice. Strengthening the comparative dimension with international disciplinary frameworks (such as TC02 SSC) within the periodic review process would further enhance the international comparability of the curriculum.

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 submitted a revised Study Plan together with the corresponding curriculum teaching plan. The revised documentation consolidates the credit and workload information of the curriculum; it does not alter the curricular configuration on which the recommendations under this criterion rest, namely the share of the general education component, the sequencing of the engineering and information technology modules, and the framework conditions for outgoing student mobility.

Accordingly, the panel maintains its original assessment and confirms the recommendations associated with this criterion (see below, chapter G, A1, E1 and E2).

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 information presented in the Self-Assessment Report (§1.4) and the submitted admission documentation (Appendices 11.1–11.6, Admission Regulations) and the statistics on admission rates (Appendices 12.1 and 12.2), admission to the EIE Programme is

governed by the national framework for the admission of undergraduate students to ordinary higher education institutions of the People's Republic of China.

Admission is primarily based on the National College Entrance Examination (Gaokao) or examinations organised by certain provinces, autonomous regions or municipalities directly under the Central Government. Eligibility requirements include compliance with the relevant regulations of the national and provincial examination authorities, the satisfaction of subject-related requirements, and the relevant provisions of the Ministry of Education's Guidelines for Physical Examination Work in College Admissions. Beyond applicants who are deemed unqualified in the physical examination, no additional physical examination restrictions are imposed on the EIE Programme.

The admission process is implemented under the principle that the institution assumes full responsibility for admission decisions while provincial admission authorities exercise supervision. The university has established an Admissions Committee comprising university leaders and the heads of relevant departments, with an Undergraduate Admission Leading Group set up under it. Admission proceeds through document submission, document review, preliminary admission, admission verification and the issuance of admission notices, in line with the principles of fairness, impartiality, openness and merit-based admission. All enrolment information is published on the JIT Sunshine Admission Network (referenced in C-10) for public supervision; the Full-time Undergraduate Enrolment Prospectus is issued annually in accordance with the Education Law of the People's Republic of China and the Higher Education Law (see Appendices 11.2–11.6 for the prospectuses of the past five years).

Recognition of qualifications acquired externally is regulated through the "Measures for Major Transfer" (Appendix 10.1), the "Student Record Management Regulations" (Appendix 17.3) and the "Measures for Credit Recognition" (Appendix 13.1), which collectively define the conditions and procedures under which transferring students or students returning from inter-university exchanges may apply for credit substitution.

Analysis and assessment of the expert panel

The admission regulations are formally established and publicly accessible. The procedure relies on the well-established national framework of the Gaokao, which provides a transparent and binding basis for programme entry. Subject-related entry requirements are defined through the national track and subject system underlying the Gaokao and are publicly communicated. The institutional responsibilities for the implementation of the admissions process are clearly allocated, with internal supervision exercised by the Admissions Committee and external supervision exercised by the provincial admission authorities.

The reported intake data over the past five years (Appendices 12.1 and 12.2) indicate a stable enrolment pattern, with an average starting cohort size of 74 students against a maximum intake capacity of 77. The numbers reflect the operational outcome of the centrally administered Chinese admission system, in which the available capacity is filled through the provincial filing process.

Recognition of externally achieved qualifications is regulated in accordance with national higher education regulations and the institutional implementation measures. While explicit reference to the principles of the Lisbon Recognition Convention is not made in the submitted materials, no restrictive practices were identified during the review. The available information suggests that recognition procedures are implemented within the framework of national academic regulations.

Overall, the admission framework is transparent and formally binding. Provisions for major transfer within the institution further support student progression flexibility.

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 SAR (§1.5), the supporting documentation (Appendix 14.1 Study Load Survey, Appendix 15.1 Rules for Credit Conversion), the curricular overview (Appendix 8.2) and the module descriptions (Appendix 9.1), the EIE Programme operates a credit system in parallel with the Chinese national credit framework. One Chinese Credit Point (CP) is awarded for every 16 contact hours of theoretical courses (with the exception of language courses and non-engineering general education courses), and one Chinese CP is granted for one week of practical course duration (excluding the Graduation Thesis). ECTS credits cover both contact and self-study hours on the basis that 30 workload hours correspond to 1 ECTS credit. The conversion ratio between Chinese CPs and ECTS credits is described as 1:1 in principle.

On this basis, the SAR (§1.5.2 and Table 1-3) reports a total student workload of 200 ECTS over the four-year period, corresponding to approximately 6,000 hours (2,724 contact hours and 3,276 self-study hours). The metadata table in Section B-1 above reports 218 ECTS for the Programme; the consistency of ECTS information across reference documents is taken up below.

The SAR (§1.5.1) describes that the contact and self-study hours of each module are determined according to the support of the module content for the learning outcomes, the nature of the course, the survey results of students' study duration, and the credit conversion rules. Upon completion of each course, the instructor analyses students' assessment results and surveys all students on the actual time invested. According to the SAR, if the survey results show a gap between students' self-study hours and the hours specified in the module description exceeding 20 %, adjustments to the allocation of contact hours or credits are considered in the next revision of the Study Plan. The example documented in Appendix 14.1 covers the Embedded System Design course.

Beyond credits earned through the Study Plan, the institution provides a system of "Second Classroom" credit recognition through Appendix 2.25, under which students may earn comprehensive quality credits by participating in research projects, academic competition awards, published papers and innovation and entrepreneurship projects (see also Appendices 2.23 and 2.24).

Analysis and assessment of the expert panel

The implementation of a workload-based credit system operating in parallel with the national credit framework demonstrates a structured approach to aligning the Programme with ECTS principles. The definition of ECTS as total student workload, including contact and self-study time, corresponds to European practice. The total workload of the Programme substantially exceeds the minimum threshold for Bachelor's degree programmes.

At the same time, the conversion of teaching hours into ECTS credits, as currently described, relies primarily on a fixed conversion ratio (1 ECTS = 30 hours) applied to the existing Chinese credit allocations, rather than on empirical measurement of the actual student workload at module level. The example documented in Appendix 14.1 covers a single module (Embedded System Design), whereas a workload verification system at programme level would normally need to cover the entire curriculum. The 20 % deviation threshold described in the SAR represents a clear procedural rule, but the documentation submitted does not yet evidence its systematic application across all modules, nor the resulting institutional adjustments.

For the purposes of ASIIN accreditation, the credibility of the ECTS allocation depends on the existence of a systematic process to regularly monitor and evaluate student workload, with students involved in the review and adjustments made to the awarded ECTS credits where necessary. Such a formalised mechanism is not yet evident in a fully institutionalised form from the submitted documentation.

The panel further observes that the ECTS information presented in the SAR is not fully consistent across reference documents: the body of the SAR (§1.3.1, §1.5.2 and Table 1-3) reports a programme-total of 200 ECTS, while the metadata table at the front of the SAR reports 218 ECTS. The institution should ensure that the ECTS information is consistent across all relevant documents — the module descriptions, the programme handbook and the conversion table between Chinese credits and ECTS — and that the figures align with the workload verification data. The calculation of ECTS based on 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 outcomes achievement (see C-7).

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 submitted, in response to the request formulated under chapter D, a revised Study Plan with unified ECTS information and a comparison table between Chinese credit points and ECTS credits, together with revised module descriptions carrying the corresponding credit and workload figures. According to the statement, the divergent figure in the metadata table resulted from a filling error: the programme offers a total of 218 ECTS, while the minimum number of credits required for graduation is 200 ECTS.

The panel acknowledges that this clarification, together with the revised documentation, establishes a consistent presentation of the ECTS information across the relevant documents. The concern underlying the recommendation, however, relates not to the presentation of the credit figures but to the basis on which they are derived: the ECTS allocation is to rest on the regular monitoring and evaluation of the actual student workload, with students involved in the review and adjustments made to the awarded credits where necessary. The operation of such a process, and its effect on the credit allocation, 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, A2).

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

Description of the current status

Based on the SAR (§1.6) and the submitted module descriptions (Appendix 9.1), the EIE Programme employs a range of teaching methods and combines in-class with extracurricular elements. According to the SAR, professional courses are typically taught in small classes ranging from 30 to 60 students. The principal teaching methods identified by the institution include blended online and offline teaching based on the Chaoxing Fanya Smart Learning Platform; blended teaching based on flexible learning, applied to curriculum design and theory–practice integrated courses; blended teaching based on the "Five-Star Teaching Model", applied to professional theoretical courses; blended teaching based on Internet-Plus pocket laboratories, applied to experimental and theory–practice integrated courses; case-based teaching drawing on instructors' engineering experience and research achievements; and project-based and task-driven teaching with group work components.

Practical teaching is delivered through laboratory experiments embedded in specialised courses, the structured course design / practical projects (analogue electronic technology, digital circuit and logic design, EDA technology, principle and applications of MCU, electronic system design, embedded system development, comprehensive training on embedded AI, comprehensive training on RF / microwave AI integration), and off-campus internships supported by cooperation agreements with industry partners (Appendix 3.1). The institutional support for students' participation in disciplinary competitions and innovation and entrepreneurship projects is documented in Appendices 2.23 and 5.2.

The evaluation of teaching effectiveness is operationalised through internal evaluation — process monitoring, multi-subject evaluation including a course-completion student questionnaire (Appendix 14.1), and special assessments through the student teaching information officer system (Appendix 2.28) — and external evaluation through follow-up surveys of graduates and employer satisfaction surveys conducted by the third-party institution MyCOS (Appendix 22). Table 1-4 of the SAR documents teaching satisfaction data over the past five years.

Analysis and assessment of the expert panel

The catalogue of teaching methods described in the SAR covers a broad spectrum of formats, from teacher-led lectures and case-based teaching to project-based, blended-learning and practice-oriented approaches. The integration of laboratory work, comprehensive training modules, course design projects and off-campus internships is consistent with the application-oriented institutional profile. The five-year satisfaction data documented in the SAR show a marked improvement in 2024 following the targeted introduction of theory–practice integrated teaching reform based on pocket laboratories and the optimisation of assessment methods in selected core courses.

The progressive distribution of practical and project components across semesters supports the development of independent academic competence. The SAR describes a range of measures supporting students' practical and innovation competencies, including institutional support for participation in disciplinary competitions, university student innovation and entrepreneurship training programmes, and science–education integration programmes. The integration of evaluation data sources into the documented optimisation of specific courses — as evidenced for the 2025 Study Plan revision (introduction of AI-related courses, adjustment of selected high-frequency and machine learning courses, increase in practical course credit allocation) — demonstrates that the evaluation cycle is operating. The further development of this practice in the form of systematic, documented improvement records is taken up under C-9 [ASIIN 5].

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 the SAR (§2), the Examination Regulations (Appendix 17), the module descriptions (Appendix 9.1), and examination materials reviewed during the onsite visit (course exami-

nation result analysis tables, course objective achievement reports, exam papers and graduation theses), the EIE Programme operates a module-based examination system regulated by the "Management Measures for Undergraduate Course Assessments" (Appendix 17.1) and the "Undergraduate Examination Management Detailed Rules" (Appendix 17.6).

Course assessment combines formative components (regular assignments, course projects, experiments, in-class quizzes) with final assessment (written, oral or computer-based exams; course reports, big projects, experiment reports). The specific format and weighting for each course are defined in the corresponding module description and reviewed prior to the start of the course in accordance with the "Implementation Rules for Review of the Rationality of Course Assessments" (Appendix 17.2). Examinations are organised either in the unified exam week (Week 19) or as dispersed exams between Week 12 and the unified exam week. Provisions for make-up, deferred and re-take examinations are defined in the same regulations.

Grading is awarded either on a 100-mark scale or on a 5-point scale, with the corresponding grade points specified in the "Undergraduate Student Record Management Regulations" (Appendix 17.3). Procedures for paper marking, internal review, grade entry, publication and grade-review on student request are specified in Appendices 17.1, 17.8 and 17.9.

Each course generates, upon completion of the assessment, a Course Examination Result Analysis Table (Appendix 17.10) and an Analysis Report on the Achievement of Course Objectives (Appendix 17.11). The course-level outcome assessment computes a course-level achievement value V_course-objective from the weighted contributions of the assessment components. The course objective achievement values are then aggregated against the graduation requirements of the programme.

The Graduation Thesis (Project) is regulated by the corresponding institutional measure (Appendix 2.16). The thesis is completed in the eighth semester under the guidance of supervisors, with a dual-supervisor system applied to a portion of graduation projects (Appendix 17.4). The final grade is determined on a five-point scale on the basis of the supervisor's evaluation, an evaluator's assessment and the defence panel's assessment (Appendix 17.5).

During the onsite visit, the panel reviewed representative samples of examination papers and graduation theses, as well as the institution's programme-level achievement assessment for the 2024 graduating cohort ("Implementation Status of the Graduation Requirement Achievement Evaluation Mechanism"); the latter document is described in more detail under C-9.

Analysis and assessment of the expert panel

The examination system is structurally coherent and module-based. The variety of examination formats corresponds to the diversity of learning objectives defined in the modules. The procedural framework — including the rationality review of assessment arrangements before the start of the course, the formal invigilation rules and the archiving requirements — provides procedural reliability and transparency. The Graduation Thesis (Project) is embedded in a clearly structured supervision and review framework. Provisions for make-up examinations, deferred examinations and the disciplinary handling of misconduct are clearly defined.

The course-level achievement of learning outcomes is calculated through a defined formula and documented in the Course Examination Result Analysis Table and the Analysis Report on the Achievement of Course Objectives. The mapping between assessment components and course objectives is, in principle, explicit, and the calculation is carried out across cohorts. Beyond a principle-level statement, the institution has therefore established a documented practice of outcome-based examination at the course level.

The panel notes that the operation of the outcome-assessment mechanism extends to the programme level. The institution provided, during the onsite visit, the "Implementation Status of the Graduation Requirement Achievement Evaluation Mechanism" report for the 2024 graduating cohort. The report aggregates direct evaluation data drawn from thirty-four supporting courses against 12 graduation requirements decomposed into 35 observation points, as defined in the version of the Study Plan under which the 2024 cohort entered and graduated, and complements the direct evaluation with indirect evaluation through a graduate questionnaire (forty-two valid responses, corresponding to a response rate of approximately 63 % of the cohort). The aggregated achievement value at programme level is calculated as a weighted combination of direct evaluation (weight 0.7) and indirect evaluation (weight 0.3), with the achievement value of each graduation requirement defined as the minimum among its observation-point achievement values, and the programme-level achievement value defined as the minimum among the twelve graduation requirements. The reported figures for the 2024 cohort range from 0.756 (Engineering Knowledge) to 0.855 (Lifelong Learning), all above the institutional threshold of 0.7.

In the panel's view, the existence of a documented programme-level achievement assessment of this kind is a substantive step beyond a purely course-level outcome cycle. It indicates that the aggregation of course-level outcome assessment results into a programme-level reading of the graduation requirements is being carried out as an institutional practice and that the institution itself has identified specific developmental priorities (in the 2024

report: the core knowledge and problem analysis dimensions, where students' self-evaluation tends to be more conservative than the course-based evidence; and the further strengthening of innovation and research training). The further development of this practice — particularly the documented connection between achievement-evaluation findings and specific improvement measures — is taken up under C-9 [ASIIN 5].

On the structural side of the grading composition, the overall course grade is calculated as a weighted sum of formative and final assessment, with the passing threshold of 60 marks applied to the overall grade rather than separately to the final exam. As a consequence, a student may obtain a passing course grade even where the final exam result alone would not meet the 60-point threshold, provided the formative assessment compensates accordingly. For courses in which the final exam is the principal instrument for verifying the achievement of the core learning outcomes, this configuration may compromise the assurance that the relevant outcomes have actually been achieved through the final exam.

The reviewed examination samples and graduation theses indicate an academic level consistent with the intended qualification level of an application-oriented bachelor's degree.

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 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 and confirms the recommendation associated with this criterion (see below, chapter G, E4).

D-8. Resources [ASIIN 3]

Description of the current status

Based on the SAR (§3.1–3.3) and the supporting documentation (Appendices 19, 20, 23 and 03 covering Staff Handbook, HR Plan, Teaching Platforms and Cooperation Agreements), the following situation is documented for the EIE Programme.

Staff and staff development [ASIIN 3.1]

The School of Electronic and Information Engineering (SEIE) has 61 faculty and staff members, 47 of whom are full-time teaching staff. The EIE Programme has 18 full-time faculty

members, of whom 66.7 % hold doctoral degrees, 50 % hold senior professional titles, 83.3 % are aged 45 or younger, 94.4 % are dual-qualified teachers, and 16.67 % have overseas experience. The student-to-faculty ratio is approximately 17.7 : 1. Detailed faculty information is provided in Appendix 19.1. Teachers from related schools deliver the general education, mathematical and physical foundation, information technology, foreign language and selected elective modules (Appendix 19.2).

With regard to the international dimension of the teaching staff, the SAR identifies one bilingual course (FPGA Technology and Application). Over the past five years, two graduates have pursued master's degrees overseas, sixteen person-times of professional faculty have participated in international academic conferences, and one faculty member has been funded by the China Scholarship Council to serve as a visiting scholar at Nanyang Technological University in Singapore (Appendix 19.4). No structured framework for the systematic involvement of visiting international academics in the regular delivery of EIE modules is documented in the submitted materials, nor a formal English-proficiency development scheme for teaching staff or students.

Teaching qualification assurance is regulated through the "Measures for the Development Training" (Appendix 20.1) and the "Mentorship System" (Appendix 20.2): new faculty undergo induction training and pair mentoring, and may independently undertake teaching only after passing a trial teaching evaluation. Faculty development is supported through the institutional Teacher Development Centre and a tiered training framework, with funding measures including research start-up funds for newly recruited high-level talents (Appendix 20.4) and matching funding for overseas training (Appendix 20.5). Faculty assessment is conducted annually and combines student evaluation, peer and supervisor classroom observations, teaching document reviews and performance evaluations (Appendices 20.6–20.7). Over the past five years, EIE faculty have supervised eleven national/provincial-level innovation projects and mentored students to win more than two hundred competition awards (Appendices 5.2–5.7).

Student support and student services [ASIIN 3.2]

Student support is organised through the Academic Affairs Office, the Student Affairs Office, the Admissions and Career Services Office, and the International Cooperation and Exchange Office. Student-facing roles include full-time counsellors (Appendix 20.8), part-time class teachers (Appendix 20.9), the Undergraduate Mentorship system (Appendix 20.11) covering academic, technological-innovation, entrepreneurship and enterprise mentors, and — from the 2025 cohort — an Enterprise Class Teacher system (Appendix 20.10). The EIE Programme has identified fourteen innovation and entrepreneurship mentors. Online learning resources are provided through the institutional Comprehensive Online Teaching

Service Platform. According to MyCOS Graduate Training Quality Evaluation Reports, satisfaction with student services has remained around 90 % over the past five years (Figure 3-1 of the SAR).

Funds and equipment [ASIIN 3.3]

Operating funds derive from government appropriations, social donations and tuition fees. Over the past three years, teaching funds for the EIE Programme have totalled approximately 4.13 million RMB; in 2024, the Programme additionally received central special funding earmarked for experimental equipment. The library covers approximately 41,056 m² with more than 1.82 million physical books, 1.43 million e-journals, 5.75 million e-books and access to 68 electronic databases (Appendices 23.1, 23.2). The School operates a Jiangsu Provincial Experimental Teaching Demonstration Centre and twenty laboratories with a total area of more than 3,400 m² and a total asset value above 27 million RMB, supporting more than eighty experimental and practical training courses (Appendix 23.3). The School also operates a provincial-level Engineering Research Centre and municipal-level key laboratories, and has co-built off-campus practice teaching bases with six enterprises (Appendix 3.1). The SAR (Table 3-7) reports student satisfaction across various facilities ranging between approximately 80 % and 93 % over the past three years.

Analysis and assessment of the expert panel

Staff and staff development [ASIIN 3.1]

The Programme is supported by a teaching staff with a substantial proportion of doctoral degree holders, a high share of dual-qualified teachers and a relatively young age structure. The institutional staff development framework — including structured induction, the mentorship system and the funding measures for newly hired high-level talents — provides a credible basis for the continuing development of the academic profile. The dual-qualified orientation supports the integration of practice-relevant content into teaching, consistent with the applied profile of the institution. The student-to-faculty ratio and the documented teaching load appear adequate for the regular delivery of the programme.

Concerning the international and language dimension of the teaching staff and the student body, the panel observes that the operational use of English in technical modules and the structured involvement of international visiting academics in the regular delivery of the curriculum remain at an early stage: only one bilingual course is currently offered, and the documented international staff exposure consists primarily of conference participation and a single CSC-funded visiting scholarship. The panel recognises the institution's expressed strategic intention to align with international academic standards (see B-2) and considers

that the staff and student English proficiency, the systematic involvement of visiting professors in regular teaching, and structured staff and student mobility together form the practical foundation on which the Programme's international comparability rests. The cross-cutting recommendation under [ASIIN 1.3] regarding student mobility (R2) addresses one part of this foundation; the recommendation below addresses the corresponding staff-side and language-side conditions.

Student support and student services [ASIIN 3.2]

The institutional student-support structures appear well embedded in the overall programme organisation. Responsibilities for academic supervision and administrative processes are clearly allocated through the counsellor, class teacher and undergraduate mentor systems, with the recently introduced Enterprise Class Teacher system providing an additional industry-oriented support channel. The five-year MyCOS satisfaction trend confirms a stable level of student-perceived service quality.

Funds and equipment [ASIIN 3.3]

The laboratory and practice infrastructure provides a functional basis for delivering the programme. The combined investment in laboratories and equipment, the provincial Experimental Teaching Demonstration Centre, the provincial Engineering Research Centre, the municipal industry-education integration base and the network of six off-campus practice bases constitute a comprehensive practice environment supporting the application-oriented profile. The library provides sufficient physical and digital resources at bachelor level. The 2024 funding allocation reflects an active investment cycle in experimental infrastructure.

At the same time, the documented allocation pattern over the past three years presents a high inter-annual variability, reflecting the project-based nature of part of the funding sources. Within this context, a plan for the acquisition of sufficient infrastructure in terms of both quantity and quality, with sustained funding for projects and research work, would support the delivery of the curriculum across the full range of practical and applied components. Based on the materials reviewed and the discussions held onsite, the panel sees no evidence that resource constraints currently impair the delivery of the programme; the recommendation below is therefore formulated as a developmental indication.

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 substantially fulfils the standard for the

programme with regard to Criterion 3.1, fully fulfils the standard with regard to Criterion 3.2 and substantially fulfils the standard with regard to Criterion 3.3.

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 and confirms the recommendations associated with this criterion (see below, chapter G, E3 and E5).

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

Description of the current status

Based on Section 5 of the SAR and the supporting documentation (Appendix 02 Quality Management Handbook and the related institutional measures referenced in §5), the EIE Programme operates within the institutional Undergraduate Education and Teaching Quality Assurance System set out in Appendix 2.1. The framework, summarised in Figure 5-1 of the SAR, is organised around five core elements — quality objectives, quality standards, resource assurance, process management and quality evaluation — with continuous improvement loops between them.

Quality management responsibilities are allocated across the University Teaching Work Committee, the Academic Affairs Office, the Programme Advisory Committee, the School Teaching Office, and the supervision teams of the university and the schools. Procedures for Study Plan formulation and revision, teaching quality monitoring, course-level outcome assessment, examination management and the operation of the teaching supervision system are regulated by the corresponding institutional documents (Appendices 2.1, 2.2, 2.11, 2.17–2.21, 2.32, 2.35, 2.36 and related measures).

At course level, the cycle is operationalised through the Module Description, the rationality review of course assessment and final examination, the course-level direct evaluation through the Course Examination Result Analysis Table (Appendix 17.10), the indirect evaluation through the course-completion student questionnaire (Appendix 14.1), and the Analysis Report on the Achievement of Course Objectives (Appendix 17.11). At programme level, the institution conducts an annual course evaluation and a periodic Study Plan revision (most recently for the 2025 cohort, with revision comments documented in Appendix 8.3). After each cohort graduates, the School Teaching Work Committee organises a programme-level achievement assessment (Appendices 2.7 and 2.33); the output for the 2024 graduating cohort is described under C-7.

External evaluation comprises audit-based assessment by the national/provincial authorities, programme accreditation, random inspection of graduation theses, and the third-party graduate / employer surveys conducted by MyCOS (Appendices 22.1–22.3). Quality reports are publicly released through the institutional information disclosure platform.

Analysis and assessment of the expert panel

The quality management system is structurally developed and formally documented. Responsibilities are allocated at university and School levels through binding institutional documents. Procedures for programme development, teaching inspection, course-level outcome assessment and the continuous improvement of courses are clearly defined. The course-level Analysis Report on the Achievement of Course Objectives cycle, through which course-level outcome attainment is calculated and used as input for course adjustments, corresponds to the outcome-based quality philosophy declared by the institution.

Beyond the course-level cycle, the institution has established a programme-level achievement assessment, of which the report for the 2024 graduating cohort was provided during the onsite visit (see C-7). The institution itself has identified, on the basis of the report, specific developmental priorities — the strengthening of the engineering knowledge and problem analysis dimensions, the optimisation of the indirect-evaluation instrument, and the strengthening of innovation and research training — and has documented corresponding rectification measures. In the panel's view, the existence of such a programme-level achievement assessment, together with self-identified development priorities, represents a meaningful step beyond a purely course-level outcome cycle.

Within this picture, the panel observes that the documentation of the link between specific evaluation findings and specific improvement measures is currently presented at a relatively summary level. The SAR identifies a number of revisions to courses and to the Study Plan in the 2025 cycle (introduction of AI-related courses, adjustment of selected high-frequency and machine learning courses, increase in practical course credits) and describes them as responding to the evaluation cycle. Strengthening this documentation — so that the cycle from evaluation to revision and to subsequent re-evaluation can be followed across cohorts as an integrated record — would help substantiate that the described mechanisms operate as an integrated system supporting continuous programme-level quality development.

The panel further notes that the institution's current outcome-based practice is well established at the cohort and management level: course-level achievement values are systematically calculated, the 2024 programme-level achievement assessment aggregates these into a coherent reading of the twelve graduation requirements, and the resulting findings

are routinely fed back into the institutional cycle of course revision and Study Plan adjustment. In the panel's view, this constitutes a substantive achievement that compares favourably with international practice in outcome-based engineering education.

Within this strong baseline, the panel observes that the programme-level achievement evidence presently flows primarily within the teaching-management system — from instructors to course coordinators, programme coordinators and the School Teaching Work Committee — rather than reaching the individual student as feedback on their personal attainment profile at the point of graduation. The graduation moment is, for each student, the point at which a complete picture of competence acquired through the four-year curriculum can be drawn from coursework-based evidence; once that moment passes, neither the data nor the feedback opportunity can readily return to the individual learner. The Diploma Supplement, designed within the European Higher Education Area precisely to carry this kind of qualification-related information, offers a natural channel through which the cohort-level achievement evidence the institution already produces could be extended into an individualised competence profile delivered to each graduate.

The panel emphasises that this observation lies beyond the formal requirements of [ASIIN 5] and is therefore not the subject of a recommendation under this criterion. Given the strength of the institution's existing outcome-based practice, the panel offers it as a forward-looking direction in which the Programme could naturally extend its current cycle — turning evaluation evidence already in the institution's hands into a resource that supports each graduate's own awareness of the competences they have acquired. The complementary Diploma Supplement issuance recommendation under C-10 [ASIIN 4.2] provides one practical anchor for this direction.

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 substantially 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 and confirms the recommendation associated with this criterion (see below, chapter G, E6).

D-10. Transparency and documentation [ASIIN 4]

Description of the current status

Based on Section 4 of the SAR and the supporting documentation (Appendix 9.1 Module Descriptions, Appendices 21.1–21.3 Sample Diplomas, Diploma Supplement and Transcript, Appendix 1.1 Student Handbook), the EIE Programme operates within a structured documentation framework that regulates module transparency, certification procedures and binding academic regulations.

Module descriptions [ASIIN 4.1]

Module descriptions are prepared using a uniform institutional template (Appendix 9.1) and include — according to the SAR (§4.1) — the module title, the responsible person(s), teaching methods, credits and workload, intended learning outcomes, module content, admission and examination requirements, exam forms and grade calculation, recommended literature and the date of last amendment. Module descriptions are publicly released on the School website ("ASIIN Accreditation" page); students additionally have access through the Academic Management System and the Graduation Thesis Management System. After the implementation of a Module Description, the course coordinator formulates revision opinions based on teaching effectiveness feedback, which serves as one input to subsequent revisions.

Diploma and Diploma Supplement [ASIIN 4.2]

Sample graduation certificates and Bachelor's degree certificates are provided in Appendix 21.1; samples of academic transcripts in Appendix 21.2; a sample Diploma Supplement in Appendix 21.3. The institutional procedure for awarding the graduation certificate and Bachelor's degree certificate, including provisions for delayed graduation due to academic reasons (Appendix 18.1) and for re-application for the supplementary conferment of a Bachelor's degree, is described in §4.2 of the SAR. Graduation certificates, degree certificates and the Diploma Supplement are delivered to students in person or by post.

Relevant rules [ASIIN 4.3]

The institutional regulatory framework comprises the core regulations summarised in Table 4-1 of the SAR, covering Study Plan formulation and revision, teaching evaluation, quality assurance, student status management, module descriptions, awards and commendation, financial aid, and codes of conduct for undergraduates. The regulations are released on the relevant institutional websites and are accessible to students through their student credentials. A Student Handbook is distributed to each newly enrolled student (Appendix 1.1).

Analysis and assessment of the expert panel

Module descriptions [ASIIN 4.1]

The module documentation is structurally complete and prepared using a uniform institutional template, with the intended learning outcomes mapped to the programme-level graduation requirements. The presence of revision dates supports procedural traceability. Predictability for students is enhanced by the explicit indication of workload, credits and assessment forms.

At the same time, the panel observes several points where the module documentation requires further development. Within the description of module contents, the proportion-al distribution of topics is indicated, but the level at which each topic is addressed is not consistently specified, particularly when compared with the level descriptors commonly included in the ASIIN module description template. Module descriptions are not yet provided for all elective courses included in the curriculum: the expert checklist documents a number of professional electives without an accompanying module description (including "Principles and Applications of Database", "Principles and Interfaces of Microcomputers", "Fundamentals and Applications of Internet of Things", "RF Integrated Circuit Design", "Fundamentals of High-Speed Digital Interfaces" and "Open-Source Embedded AI Frameworks and Applications"), as well as the public elective courses generically labelled "Public Elective Course – 1" through "Public Elective Course – 6".

Onsite discussions with the programme coordinator confirmed that these points concern the documentation rather than the substance of the curriculum: the missing module descriptions correspond to electives that are in fact taught and have internal teaching materials, and the inconsistencies in learning-outcome formulation across reference documents reflect editorial drift rather than substantive differences. The points can therefore be addressed through a focused documentation revision; the corresponding additional documents are requested below.

Diploma and Diploma Supplement [ASIIN 4.2]

The submitted graduation and degree certificates demonstrate that degree-awarding procedures are formally regulated. With regard to the Diploma Supplement, the panel has examined the sample document in Appendix 21.3 against the structure and content requirements defined by ASIIN, and observes that the Diploma Supplement appears to be a relatively recent arrangement. The documentation does not provide evidence that the Diploma Supplement has been systematically implemented and issued to graduating cohorts, nor does it identify dedicated institutional regulations or formal procedures governing its issuance, scope or timeline. For the Diploma Supplement to fulfil the function envisaged by

ASIIN — to provide internationally readable and standardised information on the qualification awarded — the institution should ensure that it is issued in accordance with the structure and content requirements defined by ASIIN, that it is underpinned by formal institutional regulations, and that it is implemented as a stable institutional practice.

Beyond this, the Diploma Supplement could in principle also serve as the channel through which the programme-level achievement evidence — already compiled by the institution at cohort level (see C-7 and C-9) — is made visible to each graduate at the point of graduation. Such an extension is not required under the ASIIN framework and is therefore not the subject of a recommendation; the panel notes it as an option consistent with the outcome-based orientation already declared by the institution.

Relevant rules [ASIIN 4.3]

The institutional regulatory framework for the rights and obligations of students is comprehensive, embedded in formalised institutional templates, and made available through the Student Handbook and the institutional information disclosure platform. The regulatory environment provides structural transparency for students and staff.

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 substantially fulfils the standard for the programme with regard to Criterion 4.1, partially fulfils the standard with regard to Criterion 4.2 and fully fulfils the standard with regard to Criterion 4.3.

The panel takes note that the university has submitted, in response to the request formulated under Chapter D, revised module descriptions covering the compulsory modules of the curriculum, the professional elective courses and representative public elective courses. According to the statement, the revised descriptions carry the calibrated ECTS information referred to under C-5. The panel considers the submission of representative public elective module descriptions to be sufficient: the public elective courses follow a uniform module-description template and a comparable credit and workload structure, so the representative sample reliably demonstrates that the format and completeness of the documentation meet the requirement for the remaining public elective courses as well.

The panel acknowledges that the submitted documentation addresses the points concerning the completeness of the module documentation. With regard to the Diploma Supplement, the statement does not provide additional information. Evidence that the Diploma Supplement is issued to all graduates in line with the ASIIN criteria, underpinned by formal

institutional regulations and established as a stable institutional practice, 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).

E. Additional Documents

None.

F. Statement of the Higher Education Institution (03.07.2026)

The institution provided a statement as well as the following additional documents :

R1. **[ASIIN 1.5 / 4.1]** Please provide revised ECTS information for each course in the module descriptions, the programme handbook and the conversion table between Chinese credits and ECTS, ensuring consistency across all relevant documents and alignment with the workload verification data.

R2. **[ASIIN 4.1]** Please provide module descriptions for all courses in the curriculum, including all professional and public elective courses listed under C-10.

Official Statement on the Evaluation Report for the Programme of Electronic Information Engineering, Jinling Institute of Technology

We have carefully reviewed the full content of the professional evaluation report compiled by the expert panel for the onsite visit of the Programme of Electronic Information Engineering held from 16th to 17th April 2026, and acknowledge all evaluation conclusions, major recommendations, minor recommendations and all requirements for supplementary documents stated in the report. In response to the specified issues, we hereby formally submit the official statement of our university together with all supporting supplementary documents, with detailed explanations as follows:

- **Clarification on editorial error in programme objectives wording.** As mentioned in Chapter C-1 of the report, the five-year post-graduation career objectives were incorrectly written as four-year learning outcomes in the self-assessment report, which was caused by editorial oversights in English documents. The study plan of this programme strictly complies with the two-tier framework of domestic engineering education accreditation. Five programme objectives define graduates' career achievements five years after graduation, while eleven graduate learning outcomes specify the competencies students are expected to possess upon graduation. Relevant revisions have been completed in the newly submitted documents.

- **Clarification on inconsistent ECTS credit values throughout the documents.** The difference between the 218 ECTS in the Section B-1 data column and the 200 ECTS in the main text is due to a filling error. The programme offers a total of 218 ECTS of available courses, while the minimum credits required for graduation are 200 ECTS. When filling out Section B-1, we mistakenly entered the total credits offered instead of the minimum requirement, due to a misunderstanding of the form, which caused the inconsistency.

- Following the expert panel's request for supplementary materials, we are submitting two revised documents: (1) the revised study plan with unified calibrated ECTS credits and Chinese-ECTS credit conversion comparison table ("8.1 Study Plan.pdf", "8.1 Curriculum Teaching Plan Arrangement.xlsx"); (2) updated module descriptions covering all compulsory courses, specialised elective courses and several public elective courses ("9.1 Module Descriptions.pdf").

Hereby we make this statement.

Academic Affairs Office, School of Electronic Information Engineering

Jinling Institute of Technology

July 2nd, 2026

List of additionally requested documents:

8.1 Study Plan of Electronic Information Engineering Programme (2025 Edition), revised

8.1 Curriculum Teaching Plan Arrangement (Chinese credit points / ECTS comparison table)

9.1 Module Descriptions, revised

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 Electronic Information Engineering	With requirements for one year	30.09.2032	EUR-ACE®	30.09.2032

Requirements

A 1. **[ASIIN 1.3]** It is required that effective measures be implemented to enhance student mobility, thereby strengthening the openness and internationalisation of the programme.

A 2. **[ASIIN 1.5]** It is required that a systematic process be implemented to regularly monitor and evaluate student workload, with students involved in the review, and adjustments made to the awarded ECTS credits where necessary.

A 3. **[ASIIN 4.2]** It is required that all graduates be provided a Diploma Supplement in line with the ASIIN criteria.

Recommendations

E 1. **[ASIIN 1.3]** It is recommended that the workload and ECTS allocation for general education courses, which currently account for 13 % of total credits, be reduced to the advantage of the engineering foundation and information technology components, while keeping the overall student workload within a reasonable range.

E 2. **[ASIIN 1.3]** It is recommended that the engineering and information technology courses related to the actual industry and applications be shifted as early as possible in the curriculum, in order to stimulate the interest of students in the application-related subjects.

E 3. **[ASIIN 3.1 / 1.3]** It is recommended that the English proficiency of both teaching staff and students be further developed, especially through increasing the number of courses taught in English, the involvement of visiting professors, and enhanced staff and student mobility.

E 4. **[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.

E 5. **[ASIIN 3.3]** It is recommended that a plan be provided for the acquisition of sufficient infrastructure for laboratories, projects and other activities, in terms of both quantity and quality, with sustained funding for projects and research work.

E 6. **[ASIIN 5]** It is recommended that the programme more explicitly and systematically document the link between evaluation results and the resulting measures for improvement, in order to ensure transparency and traceability within the quality assurance system.

H. Comment of the Technical Committees 02/04 (11.09.2026)

Technical Committee 02 – Electrical Engineering/Information Technology (11.09.2026)

Assessment and analysis for the award of the ASIIN seal:

The TC discusses the procedure and follows the vote of the experts without any changes.

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 02 – Electrical Engineering/Information Technology

The Technical Committee 02 – Electrical Engineering/Information Technology recommends the award of the seals as follows:

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

Technical Committee 04 – Informatics/Computer Science (10.09.2026)

Assessment and analysis for the award of the ASIIN seal:

The TC discusses the procedure and follows the experts' assessment without any changes.

The Technical Committee 04 – Informatics/Computer Science recommends the award of the seals as follows:

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

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 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 02 and 04.

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 Electronic Information 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] Implement effective measures to enhance student mobility, thereby strengthening the openness and internationalisation of the programme.

A 2. [ASIIN 1.5] Implement a systematic process to regularly monitor and evaluate student workload, involving students in the review, and adjust the awarded ECTS credits where necessary.

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 4.2] Provide all graduates with a Diploma Supplement in line with the ASIIN criteria.

Recommendations

E 1. [ASIIN 1.3] It is recommended that the workload and ECTS allocation for general education courses, which currently account for 13 % of total credits, be reduced to the advantage of the engineering foundation and information technology components, while keeping the overall student workload within a reasonable range.

E 2. [ASIIN 1.3] It is recommended that the engineering and information technology courses related to the actual industry and applications be shifted as early as possible in the curriculum, in order to stimulate the interest of students in the application-related subjects.

E 3. [ASIIN 3.1 / 1.3] It is recommended that the English proficiency of both teaching staff and students be further developed, especially through increasing the number of courses taught in English, the involvement of visiting professors, and enhanced staff and student mobility.

E 4. [ASIIN 3.3] It is recommended that a plan be provided for the acquisition of sufficient infrastructure for laboratories, projects and other activities, in terms of both quantity and quality, with sustained funding for projects and research work.

E 5. [ASIIN 5] It is recommended that the programme more explicitly and systematically document the link between evaluation results and the resulting measures for improvement, in order to ensure transparency and traceability within the quality assurance system.

Appendix: Learning objectives and curricula

Learning Outcomes — Bachelor of Electronic Information Engineering

1. Engineering Knowledge: Acquire a good command of the mathematics, natural sciences, computing, engineering fundamentals, and professional knowledge required for the programme, and be able to apply scientific thinking to analyse and solve complex engineering problems in the field of electronic information engineering.
2. Problem Analysis: Be able to apply fundamental principles of mathematics, natural sciences, and engineering sciences to identify, formulate, and analyse complex engineering problems in electronic information engineering through literature research, taking into account the requirements of sustainable development to arrive at valid conclusions.
3. Design/Development of Solutions: Be able to design solutions for complex engineering problems within electronic information engineering, developing systems, unit circuits, application software, or technological processes to meet specific needs. Demonstrate an awareness of innovation in the design process, considering feasibility from perspectives such as health, safety and the environment, whole-life cycle costs and net-zero carbon requirements, laws and ethics, and society and culture.
4. Research: Be able to conduct research into complex engineering problems in electronic information engineering based on scientific principles and methods. This includes designing experimental schemes, and analysing and interpreting data from experiments on unit circuits, signal processing and transmission units, typical electronic systems, etc., in order to draw reasonable and valid conclusions through synthesis of information.
5. Use of Modern Tools: Be able to develop, select, and use appropriate technologies, resources, modern engineering tools, and information technology tools to predict and simulate complex engineering problems in electronic information engineering, while understanding the limitations of these tools.
6. Engineering and Sustainable Development: When addressing complex engineering problems in the electronic information field, be able to analyse and evaluate the impact of engineering practice on health, safety, the environment, law, and on economic and social sustainable development, based on relevant engineering background knowledge, and understand the corresponding responsibilities.
7. Engineering Ethics and Professional Norms: Cultivate a sense of serving the nation and society through engineering. Possess literacy in the humanities and social sciences, a sense of social responsibility, and an understanding of engineering ethics.

Be able to practise and adhere to professional engineering ethics, norms, and relevant laws in electronic information engineering practice, and fulfil associated responsibilities.

8. Individual and Teamwork: Possess good teamwork skills. Be able to assume the roles of individual contributor, team member, and leader within diverse, multidisciplinary teams, and take on corresponding responsibilities and obligations.
9. Communication and Internationalism: Be able to communicate and exchange effectively with peers and the public on complex engineering problems in electronic information engineering. This includes writing reports and design documents, making presentations, articulating ideas clearly, and responding to queries. Acquire proficiency in a foreign language sufficient to read relevant international literature in the field. Develop an international perspective, engage in cross-cultural communication and exchange, and understand and respect linguistic and cultural differences.
10. Project Management: Understand and be able to apply management principles and economic decision-making methods relevant to engineering within electronic information engineering. Apply these in a multidisciplinary environment, strive for excellence in the progress and outcomes of undertaken projects, and make sound decisions in conjunction with engineering ethics to mitigate risks.
11. Lifelong Learning: Develop an awareness of and commitment to independent learning, lifelong learning, and critical thinking. Be able to track developments and trends in fields related to electronic information engineering, understand the impact of technological change on the profession and on society, and possess the ability to continuously learn and adapt to evolving demands.

2. Curriculum

Curriculum — Bachelor of Electronic Information Engineering

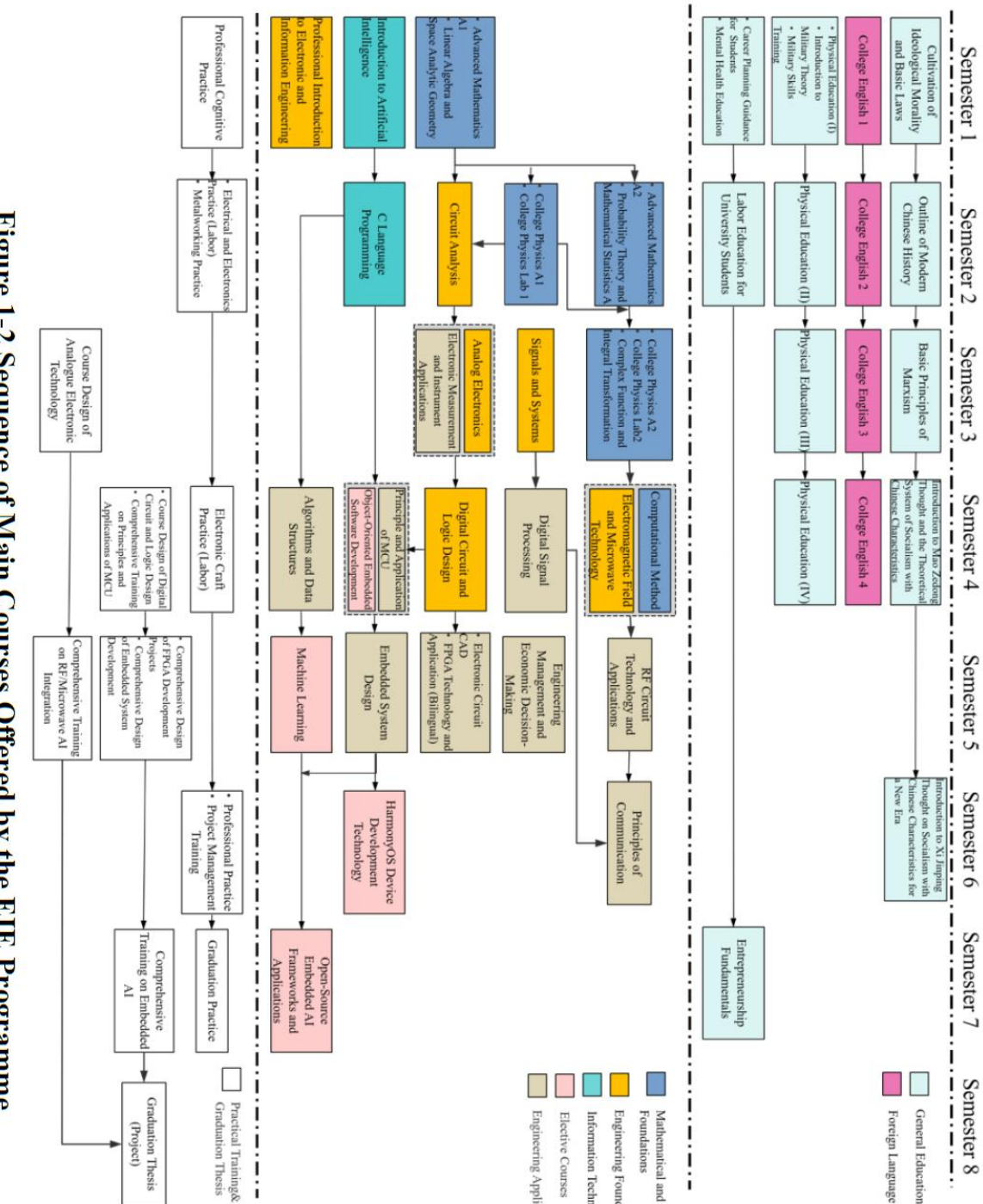


Figure 1-2 Sequence of Main Courses Offered by the EIE Programme

8 Study Plan and Curricular Overview

8.2 Curriculum List

(1)Sorted by Semester

Semester	Course	Contact Hour	Self-study Hour	Total Hour	ECTS
1	Cultivation of Ideological Morality and Basic Laws	48	42	90	3
	Situation and Policy	32	28	60	2
	National Security Education	16	14	30	1
	College English 1	48	27	75	2.5
	Physical Education 1	30	0	30	1
	Mental Health Education	16	14	30	1
	Advanced Mathematics A1	72	78	150	5
	Linear Algebra and Space Analytic Geometry	48	42	90	3
	Introduction to Artificial Intelligence	56	34	90	3
	Introduction to Military Theory	32	28	60	2
	Career Planning Guidance for University Students	16	14	30	1
	Professional Introduction to Electronic and Information Engineering	16	14	30	1
	Military Skills Training	48	12	60	2
	Professional Cognitive Practice	16	14	30	1
	Summary of Semester 1	494	361	855	28.5
2	Outline of Modern Chinese History	48	12	60	2
	College English 2	48	27	75	2.5
	Physical Education 2	30	0	30	1
	Labor Education for University Students	8	7	15	0.5
	Advanced Mathematics A2	88	77	165	5.5
	Probability Theory and Mathematical Statistics A	48	42	90	3
	College Physics A1	48	42	90	3
	College Physics Lab 1	16	14	30	1
	C Language Programming	64	56	120	4
	Circuit Analysis ☆	64	56	120	4
	Electrical and Electronics Practice (Labor)	20	10	30	1
	Metalworking Practice	20	10	30	1
	Summary of Semester 2	502	353	855	28.5
3	Basic Principles of Marxism	48	12	60	2
	College English 3	48	27	75	2.5
	Physical Education 3	30	0	30	1
	Complex Function and Integral Transformation	32	28	60	2
	College Physics A2	48	42	90	3
	College Physics Lab 2	16	14	30	1
	Analog Electronics ☆	56	64	120	4
	Analog Electronics Experiment	16	14	30	1
	Signals and Systems ☆	56	64	120	4
	Electronic Measurement and Instrument Applications	32	28	60	2
	Principles and Applications of Database *	32	28	60	2
	Principles and Interfaces of Microcomputers *	32	28	60	2

8.2 Curriculum List

(1)Sorted by Semester

Semester	Course	Contact Hour	Self-study Hour	Total Hour	ECTS
	Course Design of Analogue Electronic Technology	16	29	45	1.5
	Public Elective Course - 1	16	14	30	1
	Summary of Semester 3	478	392	870	29
4	Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics	48	12	60	2
	College English 4	48	27	75	2.5
	Physical Education 4	30	0	30	1
	Computational Method	32	28	60	2
	Digital Circuit and Logic Design ☆	48	42	90	3
	Digital Circuit and Logic Design Experiment	16	14	30	1
	Electromagnetic Field and Microwave Technology ☆	48	57	105	3.5
	Digital Signal Processing ☆	48	42	90	3
	Principle and Application of MCU	48	42	90	3
	Algorithms and Data Structures	32	28	60	2
	Object-Oriented Embedded Software Development *	32	28	60	2
	Electronic Craft Practice (Labor)	20	10	30	1
	Course Design of Digital Circuit and Logic Design	20	10	30	1
	Comprehensive Training on Principles and Applications of MCU	20	10	30	1
	Public Elective Course - 2	16	14	30	1
	Summary of Semester 4	506	364	870	29
5	RF Circuit Technology and Applications ☆	48	42	90	3
	Engineering Management and Economic Decision-Making ☆	32	43	75	2.5
	Embedded System Design ☆	48	72	120	4
	FPGA Technology and Application (Bilingual) ☆	40	50	90	3
	Electronic Circuit CAD	32	28	60	2
	Machine Learning *	40	50	90	3
	New-Generation Mobile Communication Technology *	32	28	60	2
	Sensor and Detection Technology *	32	28	60	2
	Comprehensive Design of Embedded System Development	20	40	60	2
	Comprehensive Design of FPGA Development Projects	20	40	60	2
	Comprehensive Training on RF/Microwave AI Integration	20	40	60	2
	Public Elective Course - 3	32	28	60	2
	Summary of Semester 5	396	489	885	29.5
	Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era	48	27	75	2.5
	Principles of Communication ☆	48	72	120	4
	Fundamentals and Applications of Internet of Things *	24	21	45	1.5
	RF Integrated Circuit Design *	32	28	60	2
	Fundamentals and Applications of Embedded AI *	32	58	90	3

8 Study Plan and Curricular Overview

8.2 Curriculum List

(1)Sorted by Semester

Semester	Course	Contact Hour	Self-study Hour	Total Hour	ECTS
6	Professional English *	32	28	60	2
	HarmonyOS Device Development Technology *	32	58	90	3
	Professional Practice	80	70	150	5
	Project Management Training	20	40	60	2
	Public Elective Course - 4	32	28	60	2
	Comprehensive Quality Cultivation - 1	0	60	60	2
	Summary of Semester 6	380	490	870	29
7	Fundamentals of High-Speed Digital Interfaces *	24	51	75	2.5
	Graduation Practice	64	86	150	5
	Comprehensive Training on Embedded AI	40	80	120	4
	Open-Source Embedded AI Frameworks and Applications *	32	28	60	2
	Entrepreneurship Fundamentals	16	14	30	1
	Public Elective Course - 5	32	28	60	2
	Comprehensive Quality Cultivation - 2	0	180	180	6
	Summary of Semester 7	208	467	675	22.5
8	Comprehensive Quality Cultivation - 3	0	60	60	2
	Public Elective Course - 6	32	28	60	2
	Graduation Thesis (Project)	0	540	540	18
	Summary of Semester 8	32	628	660	22
OFFERED Total		**2996**	**3544**	**6540**	**218.0**
REQUIREMENT Total		**2724.0**	**3276.0**	**6000.0**	**200.0**

Directions:

1. * indicate professional electives. Each student should achieve 11 ECTS in total before graduation.
2. ☆ designate core courses.
3. The actual study hour for each student is 6000 (ECTS = 200).