ASIIN Seal

Accreditation Report

Bachelor Degree Program
Electrical Engineering and Automation (EEA)

Offered by

Kunming University of Science and Technology

Version: 25/09/2026

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A About the Accreditation Process

Name of the degree program (in original language)	(Official) English translation of the name	Labels applied for	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC)
电气工程及其自动化	Electrical Engineering and Automation (EEA)	ASIIN Seal	/	02
Date of the contract: March 21, 2025 **Submission of the final version of the SAR:** April.16.2025 **Date of the onsite visit:** May 15-16.2026 **at:** Kunming University of Science and Technology, Kunming, China				
Expert panel: Prof. Dr. Gustav Vaupel, Hamburg University of Applied Sciences Dipl.-Inform. Ernst Blank, formerly Siemens AG Dr. Jiayong Yan, Director and Associate Researcher at Shanghai University of Medicine and Health Sciences Mr. Qitong Lu, Bachelor student at University of Shanghai for Science and Technology				
Representative of the ASIIN headquarter: Yangzemiao Song				
Responsible decision-making committee: Accreditation Commission for Degree Programs				
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 September 23, 2022				

B Context of the Degree Program

B-1. Accreditation Status

Result Overview

The most recent decision for the ASIIN Seal was made by the ASIIN Accreditation Commis-
5 sion on 25.09.2026.

Degree Programmes	ASIIN Seal	Accredited by German Engineers	Validity	European Label	Validity
Ba Electrical Engineering and Automation	Accredited with requirements	Accredited with requirements	25.09.2026 – 16.10.2027	--	

Fulfilment of the Accreditation Criteria

ASIIN General Criteria / Subject-Specific Criteria	Ba Electrical Engineering and Automation
1 Degree programme: Concept, Content & Implementation	
1.1 Objectives and learning outcomes (intended qualification profile)	Not fulfilled **Requirement A1**
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	Fulfilled

ASIIN General Criteria / Subject-Specific Criteria	**Ba Electrical Engineering and Automation**
3 Resources	
3.1 Staff and staff development	Fulfilled
3.2 Student support and student services	Fulfilled
3.3 Funds and equipment	Fulfilled
4 Transparency and Documentation	
4.1 Module descriptions	Not fulfilled **Requirement A1**
4.2 Diploma and Diploma Supplement	Not fulfilled **Requirement A3**
4.3 Relevant rules	Fulfilled
5 Quality Management: Quality Assessment and Development	
5 Quality Management: Quality Assessment and Development	Fulfilled

Requirements

A1 [ASIIN 1.1,1,3,4.1] Ensure that the latest versions of the intended learning outcomes, curriculum and module descriptions are publicly accessible to all relevant stakeholders. The revision process must be documented and traceable.

A2 [ASIIN 1.5] Implement a systematic process to regularly monitor and evaluate student workload, as well as to involve students in the review and adjust credits where necessary.

A3 [ASIIN 4.2] Ensure that all graduates are provided with a Diploma Supplement in English in line with the ASIIN criteria.

Accreditation History

The programme has not been previously accredited by ASIIN.

B-2. Numbers and facts

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF[1]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Electrical Engineering and Automation (EEA)	B.Eng. / Bachelor of Engineering	Electrical Engineering	6	Full time	/	8 Semester	208.32 ECTS (2025 curriculum)	Annually / September 1, 2010

B-3. Characteristics and features

Kunming University of Science and Technology (KUST) is a public comprehensive university located in Kunming, Yunnan Province, China. Established in 1954, KUST emphasizes engineering education integrated with science and technology, characterized by distinctive industrial and regional features. It stands as the largest key university in Yunnan Province, offering a full spectrum of educational levels and categories.

The **Electrical Engineering and Automation (EEA**) Bachelor Program at KUST's City College has cultivated over 1,600 graduates since its inception in 2010, reflecting the university's dedication to producing skilled professionals aligned with regional and national development needs. Students are equipped with the technical skills and real-world experience required in the electric power industry during their time on campus.

The SAR states that the program aims to cultivate application-oriented professionals proficient in fundamental knowledge and applied power systems technologies. Graduates are expected to independently fulfill job responsibilities within five years, with many advancing to supervisory roles such as team leaders.

According to the SAR, employment prospects for graduates remain with an average employment rate of 95% over the past three years. More than 80% of graduates are employed by central and state-owned enterprises within the power sector, enjoying high-quality job placements, competitive salaries, and strong career advancement opportunities. In the 2020 academic year, 8.1% of graduates pursued further education through postgraduate studies. The program has closely followed regional industrial trends to tailor its educational approach.

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

The EEA program is reported to maintain cooperative links with numerous leading regional enterprises, facilitating internships, employment opportunities, and industry-influenced curriculum development. According to program coordinators, industry professionals regularly contribute to course design and instructional activities, helping to ensure that the curriculum remains current with market and technological advancements.

The KUST's City College, which hosts the EEA program, claims to have sufficient teaching resources, including modern laboratories and innovative educational technology. Reportedly, its collaboration with the university administration ensures strategic support and efficient resource allocation. Quality assurance within the program is put in place through an internal review process, incorporating regular student and industry feedback, and employer satisfaction surveys. Recruitment and selection of students are conducted through standardized national entrance exams, ensuring a stable and qualified student body.

Financially, the program is predominantly supported by the university's regular budget, supplemented by additional funding from national fundings as well as enterprise collaborations for specific practical and training initiatives.

The current ASIIN accreditation procedure includes a comprehensive documentation review, on-site evaluations, and stakeholder interviews to thoroughly assess the program's compliance with international accreditation standards. The detailed evaluation based on ASIIN criteria is provided in the subsequent sections of this report.

C Assessment of the Expert Panel

This accreditation report is based on the preliminary evaluation report for the degree program 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: representatives of the rectorate's office, program coordinators, representatives of the Quality Management Department and the International Office, teaching and lab staff, students, partners from industry and the private sector, and alumni.

This stage of the evaluation focuses on an assessment of the study program under review according to the criteria stipulated in the ASIIN General Criteria and the Subject-Specific Criteria (SSC) of the ASIIN Technical Committee 02 – Electrical Engineering/Information Technology (see Chapter A).

In addition to the audit meetings, the expert panel relies on the documentation about the program and the regulatory framework that KUST has provided before, during and after the audit.

C-1. Objectives and learning outcomes of the degree program [ASIIN 1.1]

Evidence:

- Self-Assessment Report (SAR) 1.1
- Official Website (limited content)
- Appendix 01 Student Handbook
- Appendix 07 Objective-Module Matrix
- Onsite discussion

Description of the current status:

The Bachelor program Electrical Engineering and Automation (EEA) at KUST's City College defines its learning objectives and outcomes in two distinct frameworks within the SAR. The first framework categorizes outcomes into Basic Competence, Technical Ability, and

Comprehensive Quality Development Ability. The second framework, shown in Table 1-2, differentiates between Overall Results (10 items) and Specific Results (6 items).

Although both sets of outcomes describe general expectations for graduate capabilities, there is no consistent use of a unified competence profile. Moreover, neither version is clearly aligned with the respective ASIIN Subject-Specific Criteria (SSC) for Electrical Engineering and Information Technology. The SAR lacks a complete Objective-Module-Matrix and provides no explanation regarding any differences between KUST's program outcomes and the SSC exemplar outcomes.

The program's learning outcomes were recently revised in 2025, but the final version had not yet been officially published or implemented. As such, these revisions could not be fully reviewed during the audit.

Additionally, there is no detailed documentation of how stakeholders (such as students, faculty, or industry representatives) contributed to defining or reviewing the intended competence profile. The processes for updating learning outcomes and their alignment with labour market requirements (e.g., via employer feedback, tracer studies, or alumni surveys) were not documented.

Analysis and assessment of the expert panel:

The expert panel notes several positive aspects related to the program's objectives:

- The program shows high graduate employment rates in power engineering fields.
- Practical training is well integrated into the curriculum and corresponds with applied science university expectations.

Nevertheless, the panel observes several areas for improvement. Most significantly, the absence of a unified and transparent competence profile hampers effective quality management and communication with stakeholders. The current formulation of program learning outcomes appears fragmented and lacks a clear correspondence with the SSC.

Moreover, without a formalized and documented stakeholder-involved review process, it is difficult to ensure that the objectives remain relevant and feasible in the context of the labour market and academic qualifications framework.

Final assessment of the experts after review of the Progress Report of the HEI regarding criterion 1.1:

With its Progress Report the university submitted the 2025 Training Program and course list (Appendix 1), a revised Objective-Module Matrix (Appendix 2), the revised module descriptions (Appendix 3) and the documentation of the revision and ratification process (Appendix 8).

The experts confirm that the program learning outcomes and the Objective-Module Matrix have been comprehensively revised in accordance with the Subject-Specific Criteria of Technical Committee 02 and that the revision process is documented and traceable. Appendix 2 maps the program learning outcomes to the exemplary learning outcomes specified in the applicable SSC (TC 02) and links them to the corresponding modules. The experts therefore consider the recommendation concerning the alignment of the objectives and learning outcomes with the SSC to be fulfilled.

With regard to the consistent communication of the revised learning outcomes and their accessibility to all stakeholders, the Progress Report states that the revised documents "will be published on the College's website and made accessible to all relevant stakeholders". The experts note that this describes an intended step rather than a completed one. The documentation submitted contains no reference to a website on which the revised learning outcomes have in fact been published, and the English-language versions of the documents could not be located. The experts are therefore not in a position to verify that the revised learning outcomes are accessible to the students and the teaching staff. This part of the recommendation is not yet completely fulfilled and is transferred into a requirement (see section F, A1).

Overall, the experts assess the criterion as partially fulfilled.

C-2. Name of the degree program [ASIIN 1.2]

Evidence:

- SAR Section 1.2
- Appendix 06 Official Program Name
- Onsite discussion

Description of the current status:

The program was previously called Power Systems but was renamed in 1999 as a result of the national unification standard. The Bachelor's degree program is now officially titled

"Electrical Engineering and Automation" (in Chinese: 电气工程及其自动化) which is consistently used across key documents including the SAR, student handbook, and degree certificate sample. The program is classified under the Chinese Ministry of Education's standardized program code 080601 within the general academic discipline of Electrical Engineering.

According to the SAR and confirmation during the on-site visit, the program name reflects mainly the curriculum content and training objectives. It is a regulated program title under the national higher education system in China, which prescribes standard naming conventions for all officially approved degree programs. Nevertheless, the course set-up focuses on power system engineering, while the automation part is limited in scope and visibility in the study plan.

Analysis and assessment of the expert panel

The expert panel considers the name of the program to be appropriate, consistent, and compliant with national regulations. The name accurately describes the content and academic orientation of the program.

The panel notes that, in the context of international accreditation, the fixed naming convention set by the Ministry of Education in China limits institutional autonomy in selecting or modifying program titles. Nevertheless, the title "Electrical Engineering and Automation" is internationally recognizable and aligns with the program's intended learning outcomes and occupational fields.

However, the panel notes that, despite the program title explicitly referencing Automation, automation-related content is relatively limited in the curriculum. To better align with and justify the title, the curriculum should place a stronger emphasis on automation technology by including courses such as:

- Complex Functions and Integral Transformation
- Automatic Control
- Industry Programmable Automatic Control Systems; (Programmable Logic Controller, PLC; Bus systems
- Sensor Technology

Final assessment of the experts after review of the Progress Report of the HEI regarding criterion 1.2:

The university has updated the curriculum to strengthen automation-related training with direct applications in power systems. The revised program combines theoretical courses (e.g., Automatic Control Theory, Power System Relay Protection, Distribution Automation Technology) with hands-on and simulation-based training modules (e.g., PLC Technology Training, Relay Protection Comprehensive Training, Substation and Power Plant Operation Simulation).

In addition, the Progress Report and Appendices 1 and 8 provide evidence that the revised curriculum has been formally approved and put into effect for the students enrolled in 2025. The re-vised study plan strengthens the automation-related courses, introduces courses in the field of artificial intelligence and a production internship in the seventh semester, and adds components designed to develop the students' practical skills in enterprise settings, so that the weight of automation technology in the curriculum corresponds to the programme title.

The experts note the statement of the university that the specialised courses of the Electrical Engineering and Automation program will only be delivered in the academic year 2026–2027, so that their effect cannot yet be observed. Sufficient evidence of the implementation of the revised curriculum has nevertheless been provided.

Overall, the experts assess the criterion as fulfilled.

C-3. Curriculum [ASIIN 1.3]

Evidence:

- SAR Section 1.3
- Appendix 07: Objective-Module Matrix
- Appendix 08: Study Plan or Curricular Overview (08-1, 08-2)
- Appendix 09: Module Descriptions
- Onsite discussion

Description of the current status:

Content and structure

The SAR states that the program is a four-year undergraduate program organised in eight semesters and that students obtain 270 ECTS credits and 180 Chinese credits upon graduation. According to the SAR, the curriculum covers six competency areas whose learning outcomes are arranged in chronological order.

According to the SAR, general education courses, such as English, humanities and political theory and physical education, run across semesters 1 to 8. Public foundation courses are placed in semesters 1 to 4, among them Advanced Mathematics, Linear Algebra, Probability Theory and Mathematical Statistics and University Physics. Professional foundation courses such as Circuit Theory, Electrical Machines, Automatic Control Theory and electronics follow in semesters 2 to 4. Compulsory professional courses, among them Power System Analysis, Electrical Parts of Power Plants and Substations, Power System Relay Protection and High Voltage Technology, are placed in semesters 5 to 7 together with specialised elective courses. Practical courses run throughout semesters 1 to 7 and the Bachelor thesis is placed in semester 8.

According to the SAR, most thesis topics derive from the research projects of the supervisors or from engineering projects of enterprises, and a dual supervision system involving university faculty and industry mentors is applied to internships and graduation projects.

According to Appendix 08-1, the study plan comprises 3,236 class hours, of which compulsory courses account for 2,952 class hours. Appendix 08-2 contains the course list, Appendix 07 the Objective-Module Matrix and Appendix 09 the module descriptions.

According to the feedback of the program coordinators during the onsite visit, the faculty members visit companies each winter and summer break to collect feedback on course design and update the teaching content, for example, adjusting the balance between theory and practice. Industry experts are also invited to participate in curriculum revisions, such as adding the latest courses on Digital Twin and High-Voltage Substation Technology.

Student Mobility

The SAR states that students may change their degree program by way of intra-platform transfer on the basis of the Regulations on the Management of the Credit System of KUST (Appendix 02-3) and the Implementing Rules for Intra-Institutional Intercalation and Intra-Platform Change of Program (Appendix 02-4). According to the SAR, first-year students may apply in their second semester, and a leading group and a working group of the College determine the transfer plan, examine the applications, organise the interviews and submit the list of admitted students to the Academic Affairs Office for approval. The SAR reports 11 students transferring into the program in 2020, 13 in each of the years 2021, 2022 and 2023, and 15 in 2024.

Appendix 10 reports incoming and outgoing student numbers over five years: 20 incoming and 2 outgoing students in 2019, 11 and 4 in 2020, 18 and 2 in 2021, 17 and 0 in 2023, and 16 and 1 in 2024.

The SAR states that students have opportunities for student exchange and study abroad. Reportedly, an international student exchange program with neighbouring countries such as Thailand or Laos is at the planning stage and is not yet available for this degree program. Reportedly, a summer school at Waseda University in Tokyo is offered by KUST and not by the City College.

According to the SAR, the College maintains a number of off-campus internship bases, and each student takes part in professional experiments, comprehensive course design, innovation training, an internship and graduation labour practice.

Periodic Review of the Curriculum

The SAR states that the training program is revised iteratively, that the editions of 2011, 2017 and 2023 have been issued and that the 2025 edition was under revision at the time of the Self-Assessment Report. According to the SAR, the revisions follow the curriculum requirements of the Ministry of Education and take into account industry development and feedback from current students, graduates and employers. The SAR names as an example the 2023 edition, which added a five-week internship and courses on new energy power generation, new-type power systems and high-voltage direct cur-rent transmission.

According to the SAR, at least one member of the teaching staff spends a period of practical study in an electric power enterprise each year, and teaching staff visit enterprises and other universities for training and seminars at which the curriculum, the course content and the teaching methods are discussed. The SAR states that experts from enterprises and from other universities take part in the revision of the training objectives and the curriculum.

The SAR further states that a student seminar is held in the middle of each semester, that a faculty meeting discussing student opinions is held every two weeks and that MyCos Consulting evaluates graduate quality annually.

Reportedly, teaching staff visit companies during the winter and summer breaks to collect feedback on the course design and to update the teaching content. Reportedly, industry experts have been involved in curriculum revisions, for instance in adding courses on Digital Twin and High-Voltage Substation Technology.

Analysis and assessment of the expert panel

The expert panel acknowledges that the curriculum is application-oriented and effectively tailored to meet regional industry demands, particularly in the field of electric power engineering. The inclusion of comprehensive internships and practical modules demonstrates a strong focus on vocational skills. Collaboration with local enterprises is a clear strength of the program.

Nevertheless, several points to be improved need to be addressed:

- As outlined in Chapter C-2, the experts also identify an inconsistency between the curriculum and the program title “Electrical Engineering and Automation”. The weight of automation technology is not clearly reflected in the current curriculum structure. Therefore, the experts strongly recommend strengthening the focus on automation technology within the curriculum by including courses such as "Automatic Control", as mentioned in C-2.

- The Objective-Module Matrix does not adhere to the SSC template, making it difficult to verify whether the curriculum comprehensively supports the intended learning outcomes according to European standards.

- The curriculum’s semester-wise progression and module sequencing are not explicitly presented in a graphical or topological format, limiting transparency.

- The international mobility options are limited, although this is consistent with the program’s vocational nature. Still, this should be clearly communicated in the SAR.

- English-language information about the curriculum is limited on the website, reducing the program’s international visibility and accessibility.

Final assessment of the experts after review of the Progress Report of the HEI regarding criterion 1.3:

Appendices 1 and 8 document that the revised curriculum was approved and put into effect for the students enrolling in 2025. The experts acknowledge that the revision has been carried out in substance as announced in the statement of the university.

With regard to the transparent communication of the revised study plan to the relevant stakeholders, the Progress Report states that the 2025 Training Program will be published on the website of the College. The experts were not able to identify a page on which the revised study plan is in fact available, either in Chinese or in English. As the accessibility of the study plan to relevant stakeholders cannot be verified at this stage, the experts formulate a corresponding requirement (see section F, A1).

As regards the English-language proficiency of the students and the teaching staff, the university has documented a range of measures. For the students these comprise supplementary tutorials, tutored evening self-study sessions, online learning resources, conversation salons and film screenings; a significant increase in the pass rate of the National College English Test Band 4 is evidenced in Appendix 7. For the teaching staff, a monthly reading assignment from leading journals of the field with documented reading records is provided in Appendix 11, and the syllabi prepared for bilingual instruction under the 2025 curriculum in Appendix 12. The experts consider this appropriate and sufficiently fulfilling the criterion. They note that the university itself describes the level of English-language proficiency as still in need of development and intends to continue these measures.

As regards the English-language website, the Progress Report states that it is regularly updated and maintained by technical personnel. The only link provided in this context refers to the central homepage of the university; no address of an English-language page carrying the information on the degree program is given. On the English-language program page known from the evaluation procedure the experts found no program content. The experts are therefore unable to confirm that the information relating to the 2025 version of the program is accessible to international stakeholders and maintain the respective recommendation (see section F, E1).

Overall, the experts assess the criterion as partially fulfilled.

C-4. Admission requirements [ASIIN 1.4]

Evidence:

- SAR Section 1.4
- Appendix 11: Admission Regulation
- Appendix 12: Admission Rate Statistics
- Onsite discussion

Description of the current status:

The EEA program adheres to the centralized national college entrance examination system of China (Gaokao), which is used for undergraduate admissions across most Chinese higher education institutions. Admission is determined by students' Gaokao scores and the provincial admission policies. As such, the university does not exercise significant institutional autonomy in selecting students.

Appendix 11 now contains the official admission regulations, and Appendix 12 provides statistical data on admission rates over recent academic years. These documents clarify the general admission framework, including criteria and procedures for enrolment.

There are currently no special admission pathways for international students, lateral transfers, or non-traditional learners. Admission requirements are clearly documented and publicly accessible, but primarily in Chinese. No information was available in English.

Analysis and assessment of the expert panel

The expert panel recognizes that the admission system is aligned with national higher education policies and ensures transparency and fairness through standardized examination procedures. The documents provided confirm that admission is well-regulated and consistently applied.

Given the program's vocational orientation and regional labor market alignment, the current admission structure is appropriate. However, the absence of English-language materials may present limitations in the context of internationalization.

The expert panel values the clarity and public availability of the admission regulations and encourages the university to consider providing bilingual admission information to support potential international cooperation and visibility.

Final assessment of the experts after review of the Progress Report of the HEI regarding criterion 1.4:

In the analysis and assessment, the panel advises considering publishing the admission information in English to increase of the international visibility of the program prospectively.

In response, the university states in its Progress Report that the admission information for the EEA degree program is published on the English-language website of the School of International Education of the university and provides the corresponding address (https://gjxy.kust.edu.cn/lxkg/zsjbm.htm).

The experts welcome this step, which improves the international visibility of the program. Overall, the experts confirm their previous assessment and consider the criterion to be fully fulfilled.

C-5. Workload and credits [ASIIN 1.5]

Evidence:

- SAR Section 1.5
- Appendix 14: Workload Verification
- Appendix 15: Conversion from Credit Points to ECTS Credits
- Appendix 09: Module Descriptions
- Onsite discussion

Description of the current status:

The curriculum is structured as a four-year (eight semesters) program. However, inconsistencies exist regarding credit and workload allocation: Table 1-3 of the SAR reports a total of 176 Chinese credit points and 3236 total learning hours of classroom contact, while page 13 of the SAR states that students obtain 270 ECTS credits and 180 classroom contact credits. There is no explanation of how the ECTS are calculated or how these values align with standard European credit conventions (25–30 hours per ECTS credit).

The SAR states that converting Chinese credit points to the ECTS standard yields 270 ECTS credits. However, Appendix 15 provides a conversion table indicating a total of 8,250 hours and 275 ECTS credits. This discrepancy creates confusion. Moreover, the table presents aggregated data by category without detailing individual modules or courses, making it impossible to verify compliance with the ECTS requirement of 30 working hours per credit.

Moreover, Appendix 14 (Workload Verification) discusses credit recognition and student transfer regulations but does not include a systematic mechanism to verify or monitor actual student workload across modules. The SAR also does not mention any structured feedback or evaluation mechanism to assess the workload per course.

Table 2-1 Examination Standard for Specialized Courses in SAR shows inconsistent logic of the ECTS conversion. Furthermore, a spot check of module descriptions (Appendix 09) confirms the lack of alignment with ECTS workload principles. For instance:

- "Ideological Morality and Rule of Law": 40 total hours, 2 credits (20 hours per credit)
- "Power Electronics": 112 total hours, 2 credits (56 hours per credit)
- "Practical Training in Electrical Measurement Technology": 140 total hours, 2 credits (70 hours per credit)

These figures reveal no consistent or rational correlation between workload and credit allocation, with modules of significantly different workloads awarded the same number of credits. The current approach appears to be rooted in a traditional Chinese contact-hour-based system, without adequate consideration of student-centred workload models.

The following table includes the statistics on academic success (Cohort Statistics).

Cohort Year[2]	Total Enrolled[3]	Graduated on Time[4]	Graduated Late[5]	Still Enrolled[6]	Dropped Out[7]
2011	125	125	0	0	0
2012	146	143	3	0	0
2013	139	137	2	0	0
2014	107	107	0	0	0
2015	74	71	3	0	0
2016	88	86	0	0	2
2017	87	86	1	0	0
2018	102	100	1	0	1
2019	85	83	2	0	0
2020	108	102	4	2	0

On average, it takes 8.09 semesters to graduate from this bachelor program. Students reported that the workload is manageable within the standard four-year study period. The on-time graduation rate of approximately 98% further reflects the feasibility of completing the program within the prescribed timeframe.

Analysis and assessment of the expert panel

The expert panel finds that the current implementation of the credit system deviates substantially from the ECTS standards expected under ASIIN guidelines. There is neither a transparent methodology for converting Chinese credits to ECTS nor an internal mechanism to monitor whether assigned credits accurately reflect the student workload.

This misalignment undermines both the comparability and credibility of the credit point system from an international perspective. It also affects the transparency of program design and the feasibility of international mobility or recognition.

Final assessment of the experts after review of the Progress Report of the HEI regarding criterion 1.5:

The university has provided supplementary explanations detailing the composition of self-study hours. These include activities such as previewing and reviewing course content, completing homework, post-class literature reading, report writing, and exam preparation. Appendices 1 and 3 provide evidence that the contact hours, the estimated self-study hours and the ECTS credits have been revised for the courses of the 2025 curriculum and that the revised figures are reflected in the module descriptions. The Progress Report states that the ECTS credits are aggregated by semester and that the total workload of the program now amounts to 208.32 ECTS credits.

The experts identify inconsistencies in the figures submitted. The Progress Report states the total workload as 208 ECTS credits in one passage and as 208.32 ECTS credits in another, while the semester-by-semester distribution given in the same document – 27.67, 28.67, 23.73, 20.00, 28.80, 20.80, 25.47 and 21.47 ECTS credits – adds up to 196.61 ECTS credits. The resulting difference of 11.71 ECTS credits is defined as credits of optional courses. The description of the Chinese credit system states that the teaching hours of each course are sixteen hours equal to one Chinese credit.

The university has not shown how it checks the workload that students actually have. Appendix 3 gives estimated self-study hours for an average student. The Progress Report refers to a mechanism for evaluating and validating the actual workload and to the ECTS Users' Guide, but the experts found no description of such a mechanism in the documents submitted. What is missing is a procedure that compares the estimated hours with the hours students really spend and that corrects the figures where the two differ.

The experts also question one statement in the Progress Report, namely that the contact hours of the ECTS correspond directly to the Chinese teaching hours and that this presents no issue. This does not apply to every type of course. For the graduation design (thesis) and for the company and factory practice, the contact hours counted are not only hours of teaching by university staff. Only the time in which teaching staff supervise students may be counted as contact hours; time spent by company mentors may not be counted. The experts therefore maintain their requirement (see section F, A2).

Overall, the experts assess the criterion as partially fulfilled.

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

Evidence:

- SAR Section 1.6
- Appendix 9: Module Description
- Appendix 02-3 Practice Teaching Instructions
- Appendix 04-1 Implementation Rules for Practical Teaching Funds
- Appendix 17-4 and Appendix 17-5 about graduation design (thesis)
- Appendix 19: Staff Handbook
- Onsite discussion

Description of the current status:

The program includes a substantial practical component that is designed to support the professional and applied nature of the degree. According to SAR Section 1.6 and the documents provided, students are required to participate in various forms of practical training, including basic engineering training, professional skill development, and a final internship in the last year. The duration, content, and evaluation criteria for these internships are well-defined.

The EEA program leverages a dedicated online ecosystem to support academic affairs and vocational development. For administrative and instructional needs, the Credit System platform handles course registration, scheduling, grading, evaluations, and peer re-views, while the SPOC platform delivers course content and “Rain Classroom” enables blended learning through assignments, quizzes, and interactive activities. Additional re-sources—such as “XueTang Online” and “China University MOOC”—further enrich the learning experience. In terms of developing vocational skills the city college oversees certifications for all programs, organizes skills competitions at school, provincial, and national levels, and provides incentives like course exemptions or extra research credit for award-winning students.

The program follows a dual supervision model for practical training and the bachelor thesis, involving both academic faculty and industry mentors. Practical training is governed by institutional regulations outlined in Appendix 02-3 (Practice Teaching Instructions) and Appendix 04-1 (Implementation Rules for Practical Teaching Funds). These documents define the objectives, assignment mechanisms, and evaluation procedures for internships.

Requirements and procedures for the bachelor thesis are elaborated in Appendix 17-4 and Appendix 17-5, which specify that thesis topics should be practice-oriented and often stem from students' internships or industrial challenges. Evaluation forms and grading criteria are also included in these appendices.

Analysis and assessment of the expert panel

The expert panel finds the practical components of the program to be well-integrated, comprehensive, and aligned with the intended learning outcomes of a university of applied sciences. The cooperation between the university and local industry is particularly strong, and it ensures that students are exposed to real-world engineering environments. The dual supervision system offers an effective mechanism for academic and professional mentorship.

The panel appreciates that the program places a significant emphasis on practice-oriented education and ensures that students acquire hands-on experience through internships and

project work. The structure and implementation of the internship and thesis processes demonstrate a high level of organization and relevance to industry needs.

Final assessment of the experts after review of the Progress Report of the HEI regarding criterion 1.6:

The experts confirm their previous assessment and consider the criterion to be fully fulfilled.

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

Evidence:

- SAR Section 2
- Appendix 17: Examination Regulation
- Appendix 9: Module Description
- Onsite discussion

Description of the current status:

The examination system at KUST is structured to evaluate the achievement of learning objectives through module-specific assessments. According to SAR Section 2 and supporting documents, each module includes defined assessment methods (written exams, coursework, lab reports, presentations, etc.), and assessment details are communicated to students at the beginning of the semester.

The program includes a final thesis, which is a mandatory graduation requirement and is supervised by both academic and, where applicable, industry-based supervisors under the dual supervisor principle. Final theses may be completed either at the university or in cooperation with companies, and in either case, the institution retains academic responsibility.

Transparent regulations exist for examination conditions, including provisions for illness, make-up exams, and accommodations for students with disabilities or special circumstances.

Analysis and assessment of the expert panel

The expert panel inspected the samples of examination papers and final theses. An examination system is in place that broadly aligns with ASIIN standards, including module-based assessments, transparency in regulations, and support for students with specific needs. The

dual supervision system for final theses is regarded as a positive feature. After a thorough review of the samples of exam papers and final theses, combined with interviews conducted with both teaching staff and students, the expert panel concludes that the exams and theses are aligned with EQF Level 6.

It is indicated that the scheduling of exams is planned to distribute student workload reasonably across semesters. Based on student representative feedback, the expert panel notes that at the start of each semester, the teaching staff clearly inform students about assessment types, exam procedures, and make-up options.

Nonetheless, the expert panel encourages the diversification of assessment methods by explicitly linking each exam type to the corresponding learning outcomes and ensuring these connections are documented transparently. Additionally, the university may enhance its systematic mechanisms to periodically evaluate whether examinations effectively measure the intended learning outcomes.

Final assessment of the experts after review of the Progress Report of the HEI regarding criterion 2:

The university has submitted the regulatory framework governing examinations in Appendix 4, together with examples of its application: the analysis report which the teaching staff are required to prepare after each course examination and which is reviewed by the program leader and the head of faculty, the records of the faculty–student representative meetings held in the middle and at the end of each semester, and the summary of the appraisal of teaching and examinations by students, peers and administrators for the academic year 2024–2025. The revised module descriptions (Appendix 3) document the assessment methods and the grading arrangements for each course.

The experts acknowledge that a range of assessment methods is applied, that examinations are systematically analysed against the intended learning outcomes of the corresponding module and that the results are discussed in structured feedback meetings.

Overall, the experts assess the criterion as fulfilled.

C-8. Resources [ASIIN 3]

Evidence:

- SAR Sections 3.1, 3.2, 3.3
- Appendix 19: Staff Handbook
- Appendix 20: HR Plan
- Appendix 23: Student Survey Questionnaire Sample
- Appendix 25-1: Library Database
- Onsite discussion

Description of the current status:

Staff and Staff Development [ASIIN 3.1]

The SAR outlines the staffing structure of the program, referring to both full-time and part-time faculty. The program currently employs 11 full-time faculty, including 7 associate professors. Of these full-time faculty, 2 hold doctoral degrees and 6 hold master's degrees; 54.5% are recent graduates, and 18% are doctoral candidates. In addition, there are 13 instructors for general and foundational courses—comprising 3 professors, 3 associate professors, and 7 lecturers.

The faculty structure is built around subject leaders as the core, with academic experts forming the main body. The team includes a balanced mix of senior, mid-career, and junior members, ensuring diverse distribution in educational background, professional title, and age.

During the faculty interview session, the teacher representatives reported that there are two categories of teaching staff—teaching-oriented and research-oriented—and the City College quantifies teaching and research metrics accordingly. Each teacher should complete at least 320 annual teaching hours, including supervising graduation projects, providing systematic professional training, conducting office hours, and offering self-study tutoring. Beyond theoretical instruction, teachers are required to provide adequate guidance, homework feedback, and practical mentorship. The faculty members noted that their workload is reasonable, allowing them to complete tasks within the allocated time without being overloaded.

Appendix 19 (Staff Handbook) describes roles and responsibilities, while Appendix 20 (HR Plan) presents measures for faculty recruitment, workload planning, and promotion criteria. While the SAR references faculty engagement in research and practice, it does not detail structured professional development activities—such as didactic training, periodic qualification reviews, or participation in international academic exchanges. However, during the faculty interview session, teacher representatives confirmed that these activities are indeed in place.

Student support and student services [ASIIN 3.2]

The SAR briefly outlines services such as orientation, academic counselling, and career advising. The city college provides comprehensive student support through the following services:

Student Work Services: Oversees ideological education, daily management, academic integrity, scholarship awards, and financial aid. Coordinates psychological assessments, military training, mental health programs, and innovation courses.

Class Teachers and Counselors: Each program assigns a class teacher and counselor who handles student evaluations, daily affairs, psychological support, and lead cultural and sports activities. Counselors focus on value education, academic integrity, mental health counseling, and crisis response.

Academic and Business Mentors: Academic advisors guide students in study planning, research, and career development, fostering independent learning and professional identity. Industry mentors conduct lectures, competition coaching, internship guidance, and case development to bridge academic and industry practices.

Career Development: Hosts biannual school–enterprise job fairs and targeted dual-selection fairs. These events connect students with potential employers, supporting efficient and high-quality employment outcomes.

Appendix 23 provides a sample of student survey instruments. Onsite interviews with student- and teacher representatives confirm the existence of competent support systems and responsive guidance from faculty.

Funds and equipment [ASIIN 3.3]

Appendix 25-1 describes the digital library and e-resource platforms available to students. Onsite visits revealed modern laboratories and updated teaching facilities. However, the SAR does not provide sufficient details on the program's funding sources, financial sustainability measures, or mechanisms for upgrading infrastructure. While industry collaboration

is cited as supporting labs and equipment, formal agreements or strategic funding frameworks are not provided in documentation.

Analysis and assessment of the expert panel

Staff and Staff Development [ASIIN 3.1]

The expert panel acknowledges the academic qualifications and dedication of the faculty. The dual supervision approach—where academic and industry mentors guide students—was noted as a valuable feature. However, the expert panel finds that the HR Plan shows strategic intent, but lacks operational data on didactic training, skill upgrading and academic career support.

During the on-site discussion, the expert panel notes that current core course instructors lack international academic experience and the capacity to teach newly added AI-related content. To address this, it is recommended to strengthen faculty expertise in areas like artificial intelligence and recruit staff with strong international experience and academic credentials.

Student Support and Student Services [ASIIN 3.2]

The expert panel acknowledged during the on-site interview that student representatives reported full satisfaction with the support received from teaching staff and university. The panel observes that the student support system is functioning in practice and generally meets student expectations.

Funds and Equipment [ASIIN 3.3]

During the onsite visit, the expert panel learns that the program is funded through a combination of government allocations and student tuition fees. The tuition fee amounts to 8,500 yuan per year, which makes up 30% of the total income. According to the SAR, approximately 13 million CNY has been invested in the program since its launch in 2010. However, Table 3-2 of the SAR “Teaching and Learning Inputs in the Last Five Years” also reports a total project funding amount of 13 million CNY for just the past five years, raising concerns about consistency in financial situation. The program coordinators acknowledge this discrepancy and attribute it to a calculation error, committing to provide a revised and more accurate breakdown of funding sources and expenditures.

The onsite visit confirms that the program benefits from modern and well-equipped teaching and laboratory facilities. Nonetheless, the documentation provided lacks sufficient transparency regarding financial planning and strategies for infrastructure renewal. To ensure the long-term quality and sustainability of the program, it is important to develop a comprehensive financial plan. This plan should include sustainable funding strategies, a

schedule for regular facility upgrades, and clearly defined financial support from external stakeholders.

Final assessment of the experts after review of the Progress Report of the HEI regarding criterion 3:

The university has provided a statistical breakdown of funding sources for the program. The main sources include per-capita government allocations for students, tuition fees, research-related funding (covering both educational reform projects and scientific research), operational funds from the college, fixed asset investments, and project-based funding, such as the “3+2” integrated vocational–undergraduate program initiated in 2024.

Appendix 1 documents the integration of new courses in the field of artificial intelligence, among them AI Technology and Applications, Computer Programming Language and Hands-on Practice (Python) and AI Applications in Power Systems. Appendix 11 documents the monthly reading of English-language academic literature by the teaching staff and Appendix 12 the syllabi prepared for bilingual instruction. Appendix 9 documents the selection of the program for the Shanghai–Yunnan Sino-German cooperation initiative, Appendix 10 the joint training agreement for the electrical engineer class established with Shenzhen Megmeet Electrical Co., Ltd., and Appendix 5 the mobility opportunities open to the students, including summer programs at Jade University of Applied Sciences and at Clausthal University of Technology.

The experts welcome these measures, which strengthen the academic profile and the international orientation of the program, and consider the part of the recommendation concerning the strengthening of teaching capacity in the field of artificial intelligence to be met.

As regards the second part of the recommendation, the Progress Report states that international academic visits have so far remained insufficient, that during the academic year 2024–2025 one member of the teaching staff undertook an academic visit to Germany, and that the recruitment of international scholars is envisaged for a subsequent phase in the context of the Shanghai–Yunnan Sino-German cooperation initiative and of the cooperation with Southeast Asia. An appointment of academic staff with substantial international experience and strong academic credentials is not documented. The experts therefore maintain the corresponding recommendation (see section F, E2). They note that the development of an internationally experienced faculty is a long-term undertaking which should remain a priority in the quality enhancement activities of the university.

Overall, the experts assess the criterion and its sub-criteria as substantially fulfilled.

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

Evidence:

- SAR 5.1–5.3
- Appendix 02 Quality Management handbook
- Appendix 04 University Development Plan
- Appendix 23 Student survey Questionnaire Sample
- Appendix 24 Student Surveys and Results
- Onsite discussion with faculty, students, and quality assurance staff

Description of the current status:

The SAR indicates that the program has implemented a structured internal quality assurance process. Regular evaluations are conducted through teaching inspections, feedback collection, and performance appraisals of both course contents and teaching staff. Specifically:

- Mid-term and final evaluations are used to assess teaching effectiveness.
- There is a double evaluation system including both expert supervision and student feedback mechanisms.
- Data collected are analyzed and discussed in teaching seminars to support continuous improvement.

Moreover, the institution promotes external quality input by collecting feedback from alumni and industry partners, which contributes to curriculum development and teaching reforms. The program's governance structure clearly allocates responsibility for quality monitoring and embeds performance-based evaluation systems for teaching staff. These mechanisms are designed to ensure that teaching quality and student learning outcomes remain aligned with stakeholder expectations.

While structured procedures exist for collecting student feedback—such as course evaluations and satisfaction surveys—the SAR lacks a detailed explanation of how this feedback is systematically analyzed and used to close the feedback loop. During discussions with student representatives, it is confirmed that student surveys are conducted and that improvements based on the results are implemented. However, students note that the outcomes

of these surveys are communicated back to them in an informal way, leaving some uncertainty about how their input is reflected in institutional decision-making.

Faculty and administrative staff confirmed during the onsite visit that regular evaluations are conducted and that internal meetings are held to review the results and develop improvement strategies. The City College also acknowledged that, while the foundational elements of quality assurance are in place, there is further room for enhancement, particularly in terms of strengthening stakeholder engagement and improving the transparency of quality assurance outcomes to both students and external stakeholders.

Analysis and assessment of the expert panel

The expert panel acknowledges that the university has established key components of an internal quality assurance (QA) system, including survey instruments, program-level coordination, and a comprehensive QA framework. These foundational elements form the basis for continuous improvement and provide the university with valuable tools for monitoring and enhancing its academic offerings.

However, the panel finds that the mechanisms for communicating QA outcomes to students and other stakeholders remain underdeveloped. Specifically, there is no clear evidence of documented processes for sharing feedback results or for transparently tracking subsequent actions taken based on the feedback. This lack of transparency makes it difficult for stakeholders to follow the outcomes of QA initiatives and understand the steps being taken to address identified issues.

Despite these deficiencies, both faculty and institutional leadership are aware of these gaps and have expressed a strong commitment to strengthening their QA practices moving forward. The expert panel recommends that the institution strengthen its QA system by making sure its QA processes are consistently followed and by involving more stakeholders in the QA process.

In addition, the university should improve transparency in the dissemination of QA results, ensuring that both students and staff are well-informed about the feedback received and the actions taken in response. A more formalized and transparent approach will not only strengthen the overall effectiveness of the QA system but will also foster a more inclusive and accountable quality culture within the institution.

Final assessment of the experts after review of the Progress Report of the HEI regarding criterion 5:

To address the previous lack of transparency in quality assurance mechanisms, the university has implemented a unified feedback mechanism. Regular meetings and discussions are

now conducted with management departments, faculty, students, and employers to monitor the real-time operation of the QA closed-loop process. Additionally, questionnaire surveys will be used to collect data, which are then analysed and compiled into evaluation reports.

Appendix 6 documents the follow-up visits and surveys conducted with employers and graduates (Appendix 6-1), the statistical analysis of the employment of graduates over the past three years (Appendices 6-2 and 6-3) and the interview notes from the enterprises visited (Appendix 6-4), among them several regional power supply bureaus. The Progress Report states that the feedback obtained was taken into account in the revision of the 2025 Training Program and that the documents concerned, in so far as they contain no confidential or personal information, have been passed on to the departments and members of staff involved. Appendix 4 further documents the faculty–student representative meetings and the appraisal of teaching by the students.

The experts acknowledge that feedback is systematically collected and analysed and that it demonstrably informed the revision of the curriculum. The evidence submitted relates, however, to employers and graduates and to the internal circulation of the results among the departments and members of staff involved. Documentation showing that the results of evaluations are communicated back to the students, in particular at module/course level and in the course of the semester, has not been submitted, so that the closure of the feedback loop towards this group of stakeholders cannot be verified. The experts therefore maintain the recommendation (see section F, E3).

Overall, the experts assess the criterion as substantially fulfilled.

C-10. Transparency and documentation [ASIIN 4]

Evidence:

- SAR 4.1–4.3
- Appendix 01 Student handbook
- Appendix 09 Module Descriptions
- Appendix 17 Examination Regulations
- Appendix 21 Graduation Certificates
- Officla website (limited content)
- Onsite interviews with faculty, students, and administrators

Description of the current status:

Description in SAR as well as the respective appendices demonstrate that the city college endeavors to meet the transparency requirement through well-documented academic structures and regulations:

- The program curriculum, module descriptions, credit allocations, and assessment methods are clearly presented in syllabi and student materials.
- Documentation such as teaching outlines, training plans, and exam guidelines are maintained and accessible.
- The provided Graduation Certificate samples and academic records detail student achievements and qualifications.

Information is updated and publicly available through intranet platforms, ensuring students, staff, and external stakeholders can access current and relevant information regarding the program.

Module Descriptions [ASIIN 4.1]

The SAR states that module/course descriptions are published and accessible to students and staff, and that a standardised format is used. Appendix 09 provides the compiled module/course handbook. The descriptions generally include required components such as title, content, workload, and teaching methods. However, module/course descriptions need to be updated, since the ECTS conversion should be examined and reversed.

During the onsite visit, staff confirmed that module/course descriptions are updated periodically. According to the feedback of program coordinators, the City College revised its curriculum in 2017 and again in 2023 based on this consultative approach. A further curriculum update is currently underway and is scheduled for implementation starting with the freshman cohort in September 2025.

Diploma and Diploma Supplement [ASIIN 4.2]

The SAR mixes up the Diploma Supplement (DS) with student academic record. A sample version is submitted as Appendix 21.02. While the document includes general program information and student academic performance, it does not fully comply with the DS recommended by the European Commission, Council of Europe and UNESCO/CEPES. In particular, the method for calculating the final mark is not clearly described, and no statistical grade distribution data is provided. The DS also includes a full transcript of records, which should be issued as a separate document according to best practice.

Relevant Rules [ASIIN 4.3]

The SAR asserts that all academic regulations and student-related rules are in place and accessible for the major stakeholders (rules of admission, examination, completion of study).

Analysis and assessment of the expert panel

Module descriptions

The expert panel acknowledges the existence and formal distribution of module and course descriptions within the program documentation. However, concerns are raised regarding the calculation of student workload, particularly the estimation of self-study hours. According to information provided by the program coordinator, the current workload model is based on an assumed ratio between contact hours and self-study time, rather than empirical data. While the program coordinators have expressed intentions to conduct a statistical analysis to more accurately assess the actual time students spend on independent study, the expert panel advises that this work be prioritized.

Considering these findings, the expert panel recommends a revision of the ECTS conversion logic based on verified workload data. An updated set of module descriptions reflecting these changes—particularly accurate self-study hours and total workload—should also be submitted to support the final accreditation decision.

Diploma and Diploma Supplement

The expert panel notes that the current submitted sample of diploma supplement does not meet the requirements. The expert panel explains that the Diploma Supplement is a document accompanying a European higher education diploma. It provides a standardized description of the nature, level, context, content and status of the studies completed by its holder. The Diploma Supplement is designed as an aid to support the recognition of academic qualifications. It is an important tool of the European Higher Education Area for graduates to ensure that their degrees are recognised by higher education institutions, public authorities and employers in their home countries and abroad. Therefore, it is suggested revising the diploma supplement and submitting a newly modified sample.

Relevant rules

The expert panel acknowledges that academic and regulatory information is available in Chinese and students confirm they had access to all the documents via intranet and internal online platform.

Final assessment of the experts after review of the Progress Report of the HEI regarding criterion 4:

Appendix 3 provides evidence that the module descriptions have been revised in accordance with the 2025 curriculum. The revised descriptions specify the intended learning outcomes, the contact and self-study hours, the ECTS credits, the assessment methods and the grading arrangements, thereby enhancing the transparency and consistency of the program documentation. The experts consider the recommendation concerning the module descriptions to be fulfilled.

The module descriptions contain the same ECTS credits and workload figures discussed under Criterion 1.5. These figures need to be revised to fulfil Requirement (A2). Therefore, the module descriptions must be updated accordingly to ensure consistency.

Likewise, as noted under C1 and C3, the accessibility of the module descriptions to relevant stakeholders cannot currently be verified. The experts therefore formulate a corresponding requirement (see section F, A1).

The university has re-submitted a revised document of Diploma Supplement. The experts reviewed the sample provided in the folder Appendix 13 (Appendix 22-3, "Diploma Supplement for Chinese Higher Education Qualification") against the requirements of ASIIN criterion 4.2. The experts acknowledge that the document has been substantially developed compared with the version submitted with the Self-Assessment Report. However, the documentation does not show that the English Diploma Supplement is issued to every graduate automatically and together with the degree certificate. Appendix 13 describes the issuing procedure for the graduation certificate and the degree certificate only. The experts therefore regard the Diploma Supplement as substantially improved but not yet complete and formulate a requirement to this effect (see section F, A3).

Overall, the experts assess the criterion and its sub-criteria as partially fulfilled.

D Additionally requested documents

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

1. Graphic timetable showing the logical sequence of courses and credits per semester (8-semester timetable)

2. ECTS conversion instruction: detailed explanation of how the Chinese credit points are converted into ECTS credits and how the self-study workload is determined

3. Revised module descriptions reflecting the current curriculum and the revised workload in ECTS

E Progress Report of the Higher Education Institution (26.06.2026)

The HEI has provided a detailed progress report which is addressed in the experts' final statement at the end of each criterion / block of sub criteria.

Progress Report on Implementation of Recommendations in the ASIIN Evaluation Report

I. Overall Progress

Since the on-site audit conducted by ASIIN on May 15–16, 2025, the Faculty of Electrical Engineering and Automation Programme has been actively implementing improvements item by item based on the audit recommendations under the support of the Kunming University of Science and Technology (KUST) and the City College. A closed-loop improvement cycle aimed at elevating educational standards and reaching ASIIN accreditation requirements has been established. After one year of iterative refinement through continuous "improvement – feedback – improvement", all expert recommendations have been fully implemented. This report details the specific measures taken and current status.

II. Improvements for Compliance with ASIIN Criterion 1.1

1. Source of the Issues

The expert panel considers that this criterion is partly fulfilled.

The experts acknowledge that KUST has provided the revised Objective-Module Matrix according to ASIIN SSC, in which current learning outcomes have been contained.

Given that KUST has neither raised objections nor questioned the expert panel's critical comments regarding the learning outcomes of the programme, and has not yet submitted the requested updated version of learning outcomes (2025 edition), the panel confirms the proposed (major) recommendations on these issues (see R1 and R2 in Section F below for details).

2. Analysis of the Issues

The previously established Objective-Module Matrix demonstrates inadequate alignment with the ASIIN SSC documents, and the 2025 Training Program has not yet been implemented.

3. Improvement Measures

The Objective-Module Matrix has been comprehensively revised in alignment with the ASIIN SSC. The 2025 Training Program system documents have been updated, following an analysis of the latest industry demands for talents, consultations with experts, and feedback from employers. The specific revised documents are as follows:

The 2025 Training Program and course list is provided in Appendix 1. The main revisions include: strengthening automation-related courses that highlight the characteristics of the Electrical Engineering and Automation program, adding AI-related courses, incorporating courses to enhance students' practical skills in enterprise settings, revising ECTS credits for each course in accordance with the SSC based on required contact hours and self-study hours, conducting semester-based statistics on credit hours, and adjusting certain courses according to industry demands. This document will be published on the College's website for access by all stakeholders. The process documentation for updating the 2025 Training Program can be found in Appendix 8, titled "2025 Training Program Demonstration Report, Meeting Minutes and Resolution", which details the revision, review, demonstration and modification of the 2025 Training Program system documents.

Objective-Module Matrix is provided in Appendix 2. The Matrix has been comprehensively revised based on the SSC and the updated 2025 Training Program.

Based on the revised 2025 Training Program, Module Descriptions have been updated to comply with the SSC requirements concerning programme objectives and learning outcomes. Please refer to Appendix 3.

4. Implementation Results and Follow-up Efforts

The revised 2025 Training Program aligns with the latest industry trends and demands for talents, and it has been implemented for first-year students enrolled in September 2025. AI-related courses introduced in the Program closely reflect current industry demands for AI, and students show high engagement and positive feedback in class. However, specialized courses in Electrical Engineering and Automation will only be delivered in the 2026–2027 academic year, and the effectiveness of their implementation remains subject to ongoing observation. In each year, visits with enterprises, industry representatives and graduates will be carried out to understand their needs, and revisions to the Training Program and adjustments to the curriculum be made as necessary.

5. Evidence List and Appendixes

Appendix 1: The 2025 Training Program and course list

Appendix 2: Objective-Module Matrix

Appendix 3: Module Descriptions

Appendix 8: 2025 Training Program Demonstration Report, Meeting Minutes and Resolution

III. Improvements for Compliance with ASIIN Criterion 1.2

1. Source of the Issues

The expert panel considers that this criterion is partly fulfilled.

The KUST has updated the curriculum system, reinforcing automation training with direct applications in power systems. The revised curriculum integrates theoretical courses (such as Automatic Control Theory, Power System Relay Protection, and Distribution Automation Technology) with practical operation and simulation training modules (such as PLC Technical Training, Comprehensive Relay Protection Training, and Substation & Power Plant Operation Simulation). According to feedback from the institution, this new curriculum system will be officially implemented in the next admissions cycle.

Should the KUST effectively implement the revised curriculum system, the name of the programme shall be deemed appropriate. In this context, the expert panel confirms the core recommendation regarding the revision of the curriculum system (details in R3, Section F below).

2. Analysis of the Issues

The previous 2017 and 2023 versions of the Training Program contained an insufficient number of courses in the Automation major. In response, the 2025 Training Program has been promptly revised.

3. Improvement Measures and Implementation Process

The revised curriculum that integrates theoretical courses (such as Automatic Control Theory, Power System Relay Protection, and Distribution Automation Technology) with practical operation and simulation training modules (such as PLC Technical Training, Comprehensive Relay Protection Training, and Substation & Power Plant Operation Simulation) has been delivered to students enrolled in 2025. Furthermore, a range of courses pertinent to Artificial Intelligence, including AI Technology and Applications, Computer Programming Language and Hands-on Practice (Python), AI Applications in Power Systems, New Engineering Industry Conversations, and Introduction to Thai, have been added to the 2025 Training Program. These curricular additions are designed to correspond with Industry 4.0 and to support the regional engagement with Southeast Asia. Additionally, a Production Internship module has been introduced in the seventh semester, with the aim of further enhancing students' practical competency in power industry enterprises.

4. Implementation Results

Guided by the ASIIN accreditation, the 2025 Training Program has been improved in its Automation-related course composition, rendering it more compliant with the objectives of the Electrical Engineering and Automation programme. Also, its system documents have been updated, following an analysis of the latest industry demands for talents, consultations with experts, and feedback from employers. This makes the Training Program more adaptive to industrial trends, with particular emphasis placed on the AI applications in the electric power sector and on the enhancement of students' practical competency in enterprise settings.

5. Follow-up Efforts

The Electrical Engineering and Automation programme has been selected as a Shanghai-Yunnan Sino-German Cooperation Programme by the Yunnan Provincial Department of Education. Leveraging the resources provided through this platform, the institution will be able to substantially enhance its operational capacity and promote the programme's internationalization.

It is planned that during the 2026–2027 academic year, an Artificial Intelligence Micro-programme will be set up under the Electrical Engineering and Automation programme. This initiative is designed to integrate the programme with AI, thereby fostering a deeper convergence between the power sector and the field of AI.

The Faculty of Information Engineering, in which the programme is based, has entered into a cooperation agreement with Shenzhen Megmeet Electrical Co., Ltd. to establish a Sino-Thai talent cultivation class, referred to as the "Megmeet Electrical Engineer Class" in a Thailand industrial park. To date, five graduates from the 2026 cohort of the Electrical Engineering programme have signed employment agreements with the company. By capitalizing on Yunnan's unique geographic position and its established industrial infrastructure, the programme is committed to strengthening its international orientation and deepening its engagement with the Southeast Asian regional economy, thereby facilitating graduates' employment prospects.

https://city.KUST.edu.cn/info/1020/6989.htm – Admission Brochure for the Micro-Programme in Thai Language Applications and Southeast Asian Manufacturing Operations Management

https://city.KUST.edu.cn/info/1011/7096.htm – Opening Ceremony of the "Megmeet Electrical Engineer Class" and Signing Ceremony of the University-Enterprise Cooperation

Agreement at the City College: A Collaborative Endeavour to Cultivate Electrical Professionals for the Intelligent Manufacturing Frontier (a photograph of the signing ceremony is provided).

6. Evidence List and Appendixes

Appendix 9: Notice on Submitting Application Documents for Shanghai-Yunnan Sino-German Cooperation Programme

Appendix 10: Joint Training Agreement for KUST-Megmeet Electrical Engineer Class

IV. Improvements for Compliance with ASIIN Criterion 1.3

1. Source of the Issues

Generally speaking, the expert panel considers that this criterion is partly fulfilled.

Given the tight schedule, the KUST has not yet made a decision regarding any adjustments to the curriculum, a circumstance which is considered understandable. The expert panel concurs with the macro-structure of the curriculum presented by the institution, which clearly delineates the curricular framework, the module/course sequencing, and the distribution of student workload across individual semesters. The panel strongly recommends the institution to implement the revised curriculum as planned and publish the study plan on the degree programme's official website for access by all key stakeholders (see R3 in Section F below).

In particular, the newly established courses in the field of automation technology are expected to ensure that the programme more closely aligns with its degree title, namely "Electrical Engineering and Automation". This will enable incoming students to benefit from the revised curriculum (see R3 in Section F below).

The experts understand that, due to the tight schedule, the KUST has not yet taken specific actions in response to all minor recommendations. However, it is expected that these recommendations will be addressed within the framework of the institution's ongoing quality improvement efforts. The experts encourage the institution to prioritize these actions in the near term, so as to ensure that the programme's objectives remain aligned with international quality standards.

In view of the future development of the programme, the expert panel hereby reiterates the previously proposed (minor) recommendations concerning the enhancement of English language proficiency among both faculty members and students (see R6 in Section F below) and the regular updating and maintenance of the English-language version of the website (see R7 in Section F below).

2. Analysis of the Issues

The previous 2017 and 2023 versions of the Training Program contained an insufficient number of courses in the Automation major. In response, the 2025 Training Program has been promptly revised in accordance with ASIIN accreditation requirements. The revisions cover the curriculum structure, module/course sequencing, and student workload distribution across individual semesters, with automation-related courses added, ensuring that the programme's objectives remain aligned with international quality standards.

It is acknowledged that the English language proficiency of both faculty members and students in this programme has long been at a low level, compared with the national average and particularly with those in the economically developed coastal regions. The institution thus takes the opportunity of the present ASIIN accreditation requirements for internationalization to enhance the English competencies of its faculty members and students. In response to the programme's internationalization needs, the institution has provided a wide array of resources and opportunities, including, inter alia, student study abroad opportunities as listed in Appendix 5, selection as a Shanghai-Yunnan Sino-German Cooperation Programme, and signing of the Sino-Thai "Electrical Engineer Class" talent cultivation agreement.

3. Improvement Measures, Implementation Process and Results

The 2025 Training Program system documents have been revised and updated, as presented in Appendix 1. These documents will be published on the College's website and made accessible to all relevant stakeholders. The records documenting the revision and updating of the 2025 Training Program are provided in Appendix 8. Automation-related courses have been fully offered and delivered in accordance with the requirements, and AI-related courses have been newly introduced.

Over the past year, a range of measures have been taken to enhance students' English language proficiency, in forms such as providing supplementary English tutorial sessions, organizing faculty-tutored evening English self-study sessions, introducing online MOOC AI English resources, holding English conversation salons, and watching classic English-language films. As a result, improvements in students' English language proficiency have been observed, most notably reflected in a significant increase in the pass rate of the National College English Test Band 4. Refer to Appendix 7 for details.

Efforts to enhance the English language proficiency of faculty members in the Electrical Engineering programme have been centered on two core domains: academic application and classroom instruction. The following measures have been implemented to date: faculty members are required to undertake an intensive reading of one paper per month from

leading journals in the field. Their reading materials and remarks are documented in Appendix 11 – Academic English Literatures Reviewed by Faculty Members. In parallel, faculty members are actively preparing for bilingual instruction in specialized courses in accordance with the 2025 Training Program, the syllabi of which are provided in Appendix 12. International academic visits have remained insufficient so far. During the 2024–2025 academic year, only one faculty member, Mrs. Liu Juan, had an academic visit in Germany. In the forthcoming phase, the institution plans to increase international exchange opportunities and to recruit international scholars within the context of the Shanghai-Yunnan Sino-German Cooperation Programme (Appendix 9) and the “Electrical Engineer Class” talent cultivation agreement for Southeast Asia.

The College’s English website is updated regularly and maintained by technical personnel (https://www.kmust.edu.cn/).

4. Follow-up Efforts

At present, both faculty members and students in this programme still lag behind the international level. It is therefore planned to further engage with the university administration in order to secure more resources and opportunities, including, but not limited to, student exchange programmes, faculty visiting scholarships, summer camps, and guest lectures delivered by international scholars.

5. Evidence List and Appendixes

Appendix 1: The 2025 Training Program and course list

Appendix 5: International Cooperation and Exchanges

Appendix 7: Report on Student English Language Proficiency Enhancement

Appendix 8: 2025 Training Program Demonstration Report, Meeting Minutes and Resolution

Appendix 9: Notice on Submitting Application Documents for Shanghai-Yunnan Sino-German Cooperation Programme

Appendix 11: Academic English Literatures Reviewed by Faculty Members

Appendix 12: Course Syllabi for the 2025 Curriculum

V. Improvements for Compliance with ASIIN Criterion 1.4

1. Source of the Issues

In view of the fact that the KUST has made no reference to this criterion in its statement, the expert panel confirms its previous evaluation conclusion that this criterion is fully fulfilled.

The panel recommends that consideration be given to publishing admissions information in English, with a view to enhancing the international visibility of the programme.

2. Analysis of the Issues and Improvements

Admissions information for the Electrical Engineering and Automation programme has been published on the English-language website of KUST's School of International Education, accessible at https://gjxy.kust.edu.cn/lxkg/zsjbm.htm, providing access for prospective international students.

VI. Improvements for Compliance with ASIIN Criterion 1.5

1. Source of the Issues

The KUST has provided supplementary clarification detailing the composition of self-study time. These self-study activities encompass the preparation and review of course content, the completion of assignments, post-class literature reading, report writing, and exam preparation, among others. Employing the ECTS conversion formula – (contact hours + self-study hours) / 30 = 1 ECTS credit – the programme yields a total workload equivalent to 208 ECTS credits. This calculation is reflected in the updated module descriptions for each course.

However, the expert panel notes that the ECTS credit system as implemented by the KUST, the rationale underlying the allocation of ECTS credits to individual modules (such as internships and the Bachelor's thesis), and the manner in which credits are distributed across semesters, remain only partly compliant with the European Credit Transfer and Accumulation System requirements. Notable inconsistencies are evident, for instance, in the workload/credit ratios presented in the "Complete Course List" and the module handbook (specific examples include: a course categorized as "Type II" being assigned 6 credits without any associated workload; the Bachelor's thesis being allocated 240 hours of practical teaching; and the graduation internship being allocated 80 hours of practical teaching).

Furthermore, only the time invested by teaching staff in student instruction and supervision may be counted as contact or teaching hours for the purpose of workload calculation. For instance, supervision or consultation time provided by enterprise mentors is not applicable to this provision. The expert panel strongly recommends the institution to objectively calculate students' self-study time and give due consideration to it in the workload calculation.

With regard to the conversion of Chinese credits into the ECTS, the panel strongly advises consulting the ECTS Users' Guide in order to gain a thorough understanding of the underlying principles of the system, thereby ensuring its correct and consistent application. The experts agree to supplement the core recommendation on the workload monitoring system accordingly (see R4 in Section F below for details).

2. Analysis of the Issues

In the Chinese credit system, credits are calculated solely on the basis of teaching hours, whereby 1 Chinese credit is awarded for every 16 teaching hours. The teaching hours for each course are multiples of 16, e.g., 16, 32, 48, and 60 hours, amounting to a total of 174 Chinese credits. In contrast, the ECTS credit system distinguishes between contact hours and self-study hours, with 30 hours equivalent to 1 ECTS credit. The contact hours of ECTS correspond directly to the Chinese teaching hours, which presents no issue. The self-study component of ECTS encompasses a range of tasks, including preparation and review of course content, post-class assignments, report writing, reading of supplementary materials, online learning, practical exercises, and exam preparation. For each course, the corresponding course description (Appendix 3) provides a detailed and specific breakdown of the estimated self-study hours (calculated on the basis of an average student's time investment) and the associated tasks to be completed. The ECTS credits for all courses are aggregated by semester and presented in the 2025 Training Program and course list (Appendix 1), with the total ECTS credits adjusted to 208 credits.

3. Improvement Measures and Implementation Process

The 2025 Training Program and course list (Appendix 1) has been revised upon a review of the ECTS Users' Guide. Module Descriptions (Appendix 3) have been updated at the same time to comply with SSC requirements concerning programme objectives and learning outcomes. Specifically, for the calculation of ECTS credits for each course, the corresponding course description (Appendix 3) provides a detailed and specific breakdown of the estimated self-study hours (calculated on the basis of an average student's time investment) and the associated tasks to be completed, including preparation and review of course content, post-class assignments, report writing, reading of supplementary materials, online learning, practical exercises, and exam preparation. The ECTS credits for all courses are aggregated by semester and presented in the 2025 Training Program and course list (Appendix 1), with the total ECTS credits adjusted to 208.32 credits.

4. Implementation Results

Compared with the Chinese credit system, the ECTS credit system provides a more comprehensive framework for planning and understanding students' workload and the time

and effort they invest per semester. With adjustments made, the ECTS credits for semesters 1–8 are, respectively, as follows: 27.67 – 28.67 – 23.73 – 20.00 – 28.80 – 20.80 – 25.47 – 21.47. This distribution is indicative of a reasonable and essentially balanced workload for students across all semesters.

5. Follow-up Efforts

The ECTS credit system as applied in ASIIN accreditation is considered more rational than the Chinese credit system used in China. From this point, the institution proposes to adopt a dual-credit system, incorporating both Chinese credits and ECTS credits in subsequent versions of the Training Program.

6. Evidence List and Appendixes

Appendix 1: The 2025 Training Program and course list

Appendix 2: Objective-Module Matrix

Appendix 3: Module Descriptions

VII. Improvements for Compliance with ASIIN Criterion 1.6

1. Source of the Issues

The expert panel considers that this criterion has been fully fulfilled.

VIII. Improvements for Compliance with ASIIN Criterion 2

1. Source of the Issues

The expert panel considers that this criterion has been basically fulfilled.

With regard to long-term quality improvement, the expert panel offers a (minor) recommendation: to refine the assessment methods and to establish a regular assessment mechanism, so as to ensure that exams can effectively measure the intended learning outcomes (see Recommendation 8 in Section F below for details).

2. Analysis of the Issues

Exams are taken as the final means of assessment of student performance. The KUST has issued a series of regulatory provisions and continuously updated them to ensure that exams can effectively measure the intended learning outcomes, and to improve the assessment feedback mechanism. Relevant documents are provided in Appendix 4-1 through 4-8.

3. Improvement Measures and Implementation Process

Given the extensive scope of the detailed regulatory framework, illustrative examples are provided below.

Upon the conclusion of each course exam, the instructor is required to submit an exam paper analysis report, assessing whether the exam aligns with the intended module matrix and the corresponding course description. The report is then reviewed by the leading teacher of the Program and the head of the Faculty. Appendix 4-0 gives an example of five exam paper analysis reports for core courses within the Electrical Engineering and Automation programme.

At the middle and end of each semester, faculty-student representative meetings are convened to collect feedback from both instructors and students regarding the exam, followed by corrective actions. Appendix 4-0 provides the meeting records and feedback for the 2024–2025 academic year.

Moreover, the institution's academic affairs management system enables students, faculty peers and administrators to appraise the instructors and exams. The results of these evaluations are used as instructors' performance indicators. Based on the feedback received, instructors need to make adjustments to their teaching and exam methods. Appendix 4-0 provides a summary of the appraisal results for the 2024–2025 academic year.

4. Implementation Results

The institution's regulations and measures governing exams ensure that students' learning outcomes and exam results satisfy the requirements stipulated in the Training Program. Students who fail an exam may receive the credits through course retaking or make-up exams upon return to campus. Over the past three years, no student has graduated without obtaining the graduation certificate or the degree certificate.

5. Evidence List and Appendixes

Appendix 4-0: Exam Assessment and Improvement

Appendix 4-1: Guidelines for Theoretical Teaching at City College

Appendix 4-2: Guidelines for Practical Teaching at City College

Appendix 4-3: Regulations on Internship and Practical Training Management

Appendix 4-4: Notice on the (Trial) Implementation of the Classroom Observation System at City College, KUST

Appendix 4-5: Measures for the (Trial) Implementation of the Leadership Classroom Observation and Evaluation in Undergraduate Programmes

Appendix 4-6: KUST Regulations on the Management of Undergraduate Examinations

Appendix 4-7: City College Regulations on Examination Reform and Strengthening Examination Management (Trial Implementation)

Appendix 4-8: Regulations on the Management of the Undergraduate Credit System (Trial Implementation)

IX. Improvements for Compliance with ASIIN Criteria 3.1–3.3

1. Source of the Issues

The expert panel considers that this criterion and its sub-criteria have been basically fulfilled.

The KUST has provided a detailed breakdown of the funding sources for the programme. The primary sources include: government funding allocated on a per-student basis, tuition fees, research-related funds (covering both educational reform projects and scientific research), college operational funds, fixed asset investment, and programme-specific funds (such as the “3+2” Vocational Education and Undergraduate Education Project launched in 2024).

Due to the tight schedule, the KUST has not yet made a decision regarding programme adjustments, nor has it taken specific action in response to Criterion 3. In view of the programme’s future development prospects, the expert panel confirms the originally proposed (minor) recommendations: to enhance the English language proficiency of both faculty members and students (see Recommendation 6 in Section F below), and to strengthen teaching capacity building, particularly in areas such as AI (see Recommendation 9 in Section F below).

2. Analysis of the Issues

It is acknowledged that the English language proficiency of both faculty members and students in this programme has long been at a low level, compared with the national average and particularly with those in the economically developed coastal regions. The institution thus takes the opportunity of the present ASIIN accreditation requirements for internationalization to enhance the English competencies of its faculty members and students.

The KUST has proposed revisions to the 2025 Training Program, requiring the addition of AI-related courses.

3. Improvement Measures, Implementation Process and Results

Improvements in students' English language proficiency have been observed over the past year, most notably reflected in a significant increase in the pass rate of the National College English Test Band 4. Refer to Appendix 7 for details. Efforts to enhance the English language proficiency of faculty members in the Electrical Engineering programme have been centered on two core domains: academic application and classroom instruction. The following measures have been implemented to date: faculty members are required to undertake an intensive reading of one paper per month from leading journals in the field. Their reading materials and remarks are documented in Appendix 11. In parallel, faculty members are actively preparing for bilingual instruction in specialized courses in accordance with the 2025 Training Program, the syllabi of which are provided in Appendix 12. International academic visits have remained insufficient so far. During the 2024–2025 academic year, only one faculty member, Mrs. Liu Juan, had an academic visit in Germany. In the forthcoming phase, the institution plans to increase international exchange opportunities and to recruit international scholars within the context of the Shanghai-Yunnan Sino-German Cooperation Programme (Appendix 9) and the "Electrical Engineer Class" talent cultivation agreement for Southeast Asia.

Furthermore, a range of courses pertinent to Artificial Intelligence, including AI Technology and Applications, Computer Programming Language and Hands-on Practice (Python), AI Applications in Power Systems, New Engineering Industry Conversations, and Introduction to Thai, have been added to the 2025 Training Program. These curricular additions are designed to correspond with Industry 4.0 and to support the regional engagement with Southeast Asia. Refer to Appendix 1 for details.

A range of study abroad projects are available to students, including: the 2025 German Summer Camp at Jade University of Applied Sciences; the 2025 Fall 1+2 Master Program Selection for Clausthal University of Technology, Germany; the 2026 IIT Undergraduate–Master Direct Program Student Selection; the 2026 MIT (Massachusetts Institute of Technology) AI x Interdisciplinary Program Selection; and the KUST Student Selection for the Drake University 2+2 Double Degree Program, among others. Refer to Appendixes 5-1, 5-2 and 5-3 for details.

In 2026, the agreement for the Sino-Thai Electrical Engineer Class was signed, and five graduates were employed to undertake electrical technology management at Thai factories.

The institution's Electrical Engineering and Automation programme has been selected as the 2026 Shanghai-Yunnan Sino-German Cooperation Programme.

A total of RMB 1.16 million in funding for the "3+2" Higher Vocational and Undergraduate Education Project has been secured, and the Intelligent Low-Carbon New Energy Training Laboratory has been built.

A course entitled Introduction to Thai has been incorporated into the curriculum in response to the demand for electrical engineering professionals in Southeast Asia.

4. Follow-up Efforts

In the forthcoming phase, the institution plans to increase international exchange opportunities and to recruit international scholars within the context of the Shanghai-Yunnan Sino-German Cooperation Programme (Appendix 9) and the “Electrical Engineer Class” talent cultivation agreement for Southeast Asia.

5. Evidence List and Appendixes

Appendix 1: The 2025 Training Program and course list

Appendix 5: International Cooperation and Exchanges

Appendix 7: Report on Student English Language Proficiency Enhancement

Appendix 11: Academic English Literatures Reviewed by Faculty Members

Appendix 12: Course Syllabi for the 2025 Curriculum

X. Improvements for Compliance with ASIIN Criterion 5

1. Source of the Issues

The expert panel considers that this criterion has been basically fulfilled.

The quality assurance mechanism was not clear and transparent before. To address this problem, the KUST has established a unified feedback system. Regular meetings are now held with administrative departments, teaching staff, students and employers to discuss quality matters and to monitor the operation of the closed-loop quality assurance process in real time. In addition, data are collected through questionnaires, which are subsequently analyzed and compiled into evaluation reports.

The expert panel acknowledges the closed-loop communication mechanism established by the institution, which is designed to enhance transparency and support continuous improvement. The panel also recognizes that the full implementation of these new quality assurance measures will require time, and therefore offers a (minor) recommendation in this regard (see R10 in Section F below).

2. Analysis of the Issues

The assurance measures are designed to guarantee transparency, thereby enhancing recognition, respect and understanding across the various participating departments and personnel.

3. Improvement Measures and Implementation Process

A follow-up visit system is well established for employers who employ programme graduates. The feedback obtained from these visits is documented in Appendix 6-1: Summary Report on Recent Surveys and Visits with Enterprises and Graduates. Based on the feedback received from graduates and their employers, the 2025 Training Program is revised accordingly, thereby forming a closed feedback loop and enabling continuous improvement of the curriculum system. These process documents have been disseminated to all participating departments and personnel for their information and action. In the meantime, an employment survey is conducted by the professional consulting firm MYCOS each year. The specific employment data and the results of recent follow-up visits are detailed in the Appendix 6 folder, which includes the Statistical Analysis of Employment for the Electrical Engineering and Automation Programme over the Past Three Years and the Detailed Employment Records for the Electrical Engineering and Automation Programme over the Past Three Years. Employment outcomes serve as an important performance indicator. All relevant documents that do not involve confidential or personal information have been shared with the participating departments and personnel.

4. Follow-up Efforts

Follow-up efforts include expanding the scope of the follow-up visits, conducting separate follow-up visits with international graduates, and surveying the employment needs of enterprises in Southeast Asia.

5. Evidence List and Appendixes (Meeting Minutes, Regulations, Surveys, Data, etc.)

Appendix 6-1: Summary Report on Recent Surveys and Visits with Enterprises and Graduates

Appendix 6-2: Statistical Analysis of Employment for the Electrical Engineering and Automation Programme over the Past Three Years

Appendix 6-3: Detailed Employment Records for the Electrical Engineering and Automation Programme over the Past Three Years

XI. Item-by-Item Improvements for Compliance with ASIIN Criteria 4.1–4.3

1. Source of the Issues

The expert panel considers that this criterion and its sub-criteria have been partly fulfilled.

The institution has provided a sample of the Diploma Supplements and revised Module Descriptions to reflect the adjusted ECTS credit conversion and workload calculations.

In view of the fact that the new curriculum includes additional Automation-related courses and that the learning outcomes are planned to be updated, the expert panel strongly recommends that the module descriptions be revised to align with the new curriculum structure. Furthermore, the panel recommends that the updates be undertaken following publication of the objective-module mapping for the 2025 learning outcomes, taking due account of the relevant feedback received, particularly with regard to assessment methods and workload allocation (see R5 in Section F below).

2. Analysis of the Issues, Improvement Measures and Implementation Results

The 2025 Training Program and course list (Appendix 1) has been revised with respect to module descriptions, assessment methods and workload allocation, upon a review of the ECTS Users' Guide. The Module Descriptions (Appendix 3) have been updated at the same time to comply with the SSC requirements concerning programme objectives and learning outcomes. The sample Diploma Supplements have been revised accordingly, based on the updated documents above, and are provided in Appendixes 13-0, 13-1, 13-2, 13-3, 13-4 and 13-5.

3. Evidence List and Appendixes

Appendix 1: The 2025 Training Program and course list

Appendix 3: Module Descriptions

Appendix 13-0: Degree Certificate and Degree Supplement Certificate

Appendix 13-1: Graduation Certificate and Certificate of Bachelor Degree

Appendix 13-2: Professional Qualification Certificate

Appendix 13-3: Implementation Rules for the Granting of Bachelor Degrees

Appendix 13-4: Student Academic Record (Sample)

Appendix 13-5: Diploma Supplement for Chinese Higher Education Qualification (Sample)

F Summary: Expert recommendations (17.08.2026)

Based on the progress report and the additional evidence submitted, the experts summarize their analysis and final assessment regarding the award of the seals as follows:

Degree Program	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Electrical Engineering and Automation (EEA)	With requirements for one year	30.09.2032	/	/

Requirements

A1 [ASIIN 1.1,1,3,4.1] Ensure that the latest versions of the intended learning outcomes, curriculum and module descriptions are publicly accessible to all relevant stakeholders. The revision process must be documented and traceable.

A2 [ASIIN 1.5] Implement a systematic process to regularly monitor and evaluate student workload, as well as to involve students in the review and adjust credits where necessary.

A3 [ASIIN 4.2] Ensure that all graduates are provided with a Diploma Supplement in English in line with the ASIIN criteria.

Recommendations

E1 [ASIIN 1.3] It is recommended to maintain and update the English website beyond the ASIIN accreditation process.

E2 [ASIIN 3.1] It is recommended to further strengthen the teaching capacity of the faculty, particularly by recruiting academic staff with substantial international experience.

E3 [ASIIN 5] It is recommended to enhance the transparency of the feedback loop by introducing a formal communication channel to complement the existing informal feedback mechanisms.

G Comment of the Technical Committee 02 – Informatics/Computer Science (04.09.2026)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee fully endorses the experts' assessment without any changes.

The Technical Committee recommends the award of the seals as follows:

Degree Program	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Electrical Engineering and Automation (EEA)	With requirements for one year	30.09.2032	/	/

H Decision of the Accreditation Commission (25.09.2026)

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

The Accreditation Commission discusses the procedure and follows the experts' and the TC's assessment. The Commission amends Requirement A 1 by deleting the sentence, "The revision process must be documented and traceable." In addition, the Commission makes a minor editorial amendment to Requirement A 2, removing the word "to" before "involve". The recommendations remain unchanged.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Accredited by German Engineers	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Electrical Engineering and Automation	With requirements for one year	With requirements for one year	30.09.2032	–	-/

Requirements

A 1. [ASIIN 1.1, 1.3, 4.1] Ensure that the latest versions of the intended learning outcomes, curriculum and module descriptions are publicly accessible to all relevant stakeholders.

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

A 3. [ASIIN 4.2] Ensure that all graduates are provided with a Diploma Supplement in English in line with the ASIIN criteria.

Recommendations

E 1. [ASIIN 1.3] It is recommended to maintain and update the English website beyond the ASIIN accreditation process.

E 2. [ASIIN 3.1] It is recommended to further strengthen the teaching capacity of the faculty, particularly by recruiting academic staff with substantial international experience.

E 3. [ASIIN 5] It is recommended to enhance the transparency of the feedback loop by introducing a formal communication channel to complement the existing informal feedback mechanisms.

Appendix: Learning Outcomes and curricula

Learning objectives based on Appendix 08-1 of SAR: *Talent Training Program for Electrical Engineering and Automation*.

Operational training specifications and specific requirements

Students in this direction mainly study the composition of electric power system, power plant, substation, the operation and use of related electrical equipment and operation, maintenance practice, master the operation, maintenance of the main application of technology, rigorous, scientific experimental training and preliminary engineering practice, with operation, maintenance application of the field of the first line of production, construction, management, management of technical application of high-level specialists and vocational skills.Specialists.

Operational specifications:

1. Acquire the necessary and systematic basic knowledge of the profession;
2. Initial engineering knowledge and broad expertise;
3. with preliminary knowledge of scientific experiments, literature search, intelligence information, technical and economic analysis and production management;
4. Strong drafting skills;
5. Ability to apply knowledge of electronic and mechanical materials and processes and to solve practical problems of production in this speciality;
6. Strong ability to use computer technology and controls;
7. Strong ability in scientific research, experimentation, and analysing and solving engineering problems in the field;
8. Strong self-learning ability and adaptability to scientific and technological development.
9. Have preliminary technical and economic analysis and evaluation, production organisation management and coordination ability;
10. Strong reading skills in foreign languages;

Specific requirements:

Requirements for political, ideological, moral and professional qualities

- Love the socialist motherland and the socialist cause, support the basic line of the Party, have a basic knowledge of Marxism-Leninism, Mao Zedong Thought and Deng Xiaoping Theory; adhere to the important thought of the "Three Represents"

and the Scientific Outlook on Development; and adhere to Xi Jinping Thought on Socialism with Chinese Characteristics in the New Era;

- To establish the ideology of patriotism, collectivism and socialism, and to have the dedication to struggle for the wealth and strength of the country and the revitalization of the nation;
- Compliance with the law, integrity and dedication;
- Have a strong sense of social responsibility, clear career aspirations and good professional ethics, and the courage to seek self-employment and start their own business;
- Teamwork spirit, linking theory to practice, seeking truth from facts, consistency between words and deeds, down-to-earth and hard-working work attitude;
- Good sense of service, continuous pursuit of knowledge, independent thinking and innovative scientific spirit.

- Quality of professional skills

- Systematic mastery of circuit theory, electrical engineering, electronic technology, automatic control theory, power system analysis and calculation methods, principles of electrical equipment, relay protection and automatic device principles, computer monitoring principles and other professional basic knowledge necessary for this major, and to understand the forefront of the discipline and the development trend;
- Obtain basic training in the operation and management of electrical equipment in power plants, substations, and power-using enterprises, and should have the ability to operate and parameterize electrical equipment;
- Master the basic methods of selection, configuration, overhaul, maintenance and testing of electrical equipment in power plants, substations and power enterprises, and have the ability and skills to design, analyse and judge faults, overhaul, maintain and test electrical equipment and control systems;
- Understand the regulations related to the production and use of electricity;
- Strong ability to use foreign languages and a broad ability to adapt to work.

- Scientific and cultural quality

- Possess a scientific approach to learning and the ability to think scientifically;
- Scientific rigour and good scientific quality;
- Have some creative thinking skills.
- Some basic theoretical knowledge of the humanities and social sciences;

- Master the basic methods of literature search and data search, and have the ability to obtain information.
    - Mental and physical fitness requirements
- Be able to objectively evaluate the situation involving their own study and life, have a sound mind, be calm and optimistic;
- Demonstrated ability to communicate, organise and coordinate overall;
- Physical health, a sense of collective honour and a willingness to help others.
- (b) Receive the necessary military training, meet the national standards for university students to qualify in physical education and military training, have a sound mind and a healthy body, and be able to fulfil the sacred duty of building and defending the motherland.

Curriculum overview – Bachelor Degree Program EEA, 2025 Training Program

Compulsory courses by semester (Appendix 1: The 2025 Training Program and course list). CP = Chinese credit points; ECTS as stated by the HEI.

Code	Course	CP	ECTS	Contact h	theor.	pract.	Self-study h	Sem.	Assessment
5303004	Ideology, Morality and the Rule of Law	2.5	2.67	40	40	0	40	1	exam
5303006	Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era	3	3.20	48	48	0	48	1	exam
5301005	National Security Education	1	1.60	32	32	0	16	1	exam
5300106	Situation and Policy (1)	0.25	0.53	8	8	0	8	1	evaluate
3503D02	English (1)	3	3.20	48	48	0	48	1	exam
3502E02	Military Theory	2	1.80	36	36	0	18	1	exam
3502E01	Military Skills	2	3.73	112	0	112	0	1	evaluate
3501C01	Physical Education (1)	1	1.07	32	0	32	0	1	evaluate
3501E01	College Students' Mental Health Education, Growth and Talent Development (1)	1	0.67	16	16	0	4	1	evaluate
3500E01	Orientation Education	0	0.67	16	16	0	4	1	evaluate
3504N02	Computer Programming Language and Laboratory Practice (Python)	4	4.27	64	32	32	64	1	evaluate
3504B01	Advanced Mathematics A (1)	4	4.27	64	48	16	64	1	exam
	Σ Semester 1		**27.67**	**516**			**314**		
5332001	Introduction to the Community of the Chinese Nation	2	2.13	32	24	8	32	2	exam
5303002	Outline of Modern Chinese History	2.5	2.67	40	40	0	40	2	exam
5300107	Situation and Policy (2)	0.25	0.53	8	8	0	8	2	evaluate
3503D04	English (2)	3	3.20	48	48	0	48	2	exam
3501C02	Physical Education (2)	1	1.07	32	0	32	0	2	evaluate
3501E02	College Students' Mental Health Education, Growth and Talent Development (2)	1	0.67	16	16	0	4	2	evaluate
3501G01	College Students' Career Planning	1	0.67	16	16	0	4	2	evaluate
3502N01	Artificial Intelligence Technology and Applications A	2	2.13	32	16	16	32	2	evaluate
3503B06	Advanced Mathematics A (2)	3	3.60	48	32	16	60	2	exam
3502B02	Linear Algebra	2	2.67	32	16	16	48	2	exam
3503B04	College Physics A (1)	3	3.20	48	32	16	48	2	exam
3501B02	Physics Experiment (1)	0.5	0.80	16	0	16	8	2	evaluate
3502K01	Computer-Aided Electrical Drawing	2	2.13	32	16	16	32	2	evaluate
3503N17	Circuit Theory (1)	3	3.20	48	40	8	48	2	exam
	Σ Semester 2		**28.67**	**448**			**412**		
5303005	Basic Principles of Marxism	2.5	2.67	40	40	0	40	3	exam
5300108	Situation and Policy (3)	0.25	0.53	8	8	0	8	3	evaluate
3503D06	English (3)	3	3.20	48	48	0	48	3	exam
3501C03	Physical Education (3)	1	1.07	32	0	32	0	3	evaluate
3503B08	Probability and Mathematical Statistics B	3	3.20	48	32	16	48	3	exam
3503B07	College Physics A (2)	3	3.20	48	32	16	48	3	exam
3501B03	Physics Experiment (2)	0.5	0.80	16	0	16	8	3	evaluate
3502N02	Electronic Practice C	2	2.67	40	0	40	40	3	evaluate
3503N18	Circuit Theory (2)	3	3.20	48	40	8	48	3	exam
3503N22	Electronic Technology	3	3.20	48	38	10	48	3	exam
	Σ Semester 3		**23.73**	**376**			**336**		

5303007	Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics	2.5	2.67	40	40	0	40	4	exam
5302005	Practical Teaching of Ideological and Political Theory Courses	2	2.13	32	0	32	32	4	evaluate
5300109	Situation and Policy (4)	0.25	0.53	8	8	0	8	4	evaluate
3503D08	English (4)	3	3.20	48	48	0	48	4	exam
3501C04	Physical Education (4)	1	1.07	32	0	32	0	4	evaluate
3504N07	Electric Motor	4	6.40	64	52	12	128	4	exam
3503N19	Training in Electrical Measurement and Electric Energy Metering	3	4.00	60	0	60	60	4	evaluate
	Σ Semester 4		**20.00**	**284**			**316**		
5300110	Situation and Policy (5)	0.25	0.80	8	8	0	16	5	evaluate
3502G01	Fundamentals of Innovation and Entrepreneurship for College Students	2	1.60	32	0	32	16	5	evaluate
3504N08	Power System Analysis	4	6.40	64	64	0	128	5	exam
3503N23	Electrical Parts of Power Plants and Substations	3	4.80	48	48	0	96	5	exam
3502N26	High Voltage Technology	2	3.20	32	32	0	64	5	exam
3502N23	Comprehensive Training of Power Systems	2	2.67	40	0	40	40	5	evaluate
3502N24	Practice Training for Electrical Primary System	2	2.67	40	0	40	40	5	evaluate
3503N20	Practice Training for PLC	3	4.00	60	0	60	60	5	evaluate
3502N17	Substation Operation Simulation Training	2	2.67	40	0	40	40	5	evaluate
	Σ Semester 5		**28.80**	**364**			**500**		
5300112	Situation and Policy (6)	0.25	0.53	8	8	0	8	6	evaluate
3501G02	College Student Career Guidance	1	1.07	16	0	16	16	6	evaluate
3503N16	Power System Relay Protection	3	4.80	48	48	0	96	6	exam
3502N28	Artificial Intelligence and Applications in Power Systems	2	3.20	32	32	0	64	6	evaluate
3502N22	Power System Automatic Equipment	2	3.20	32	32	0	64	6	exam
3503N24	Comprehensive Training in Relay Protection	3	4.00	60	0	60	60	6	evaluate
3503N21	Comprehensive Training in Installation, Maintenance and Testing of Electrical Equipment	3	4.00	60	0	60	60	6	evaluate
	Σ Semester 6		**20.80**	**256**			**368**		
5302106	Situation and Policy (7)	0.25	0.53	8	8	0	8	7	evaluate
3502N25	Comprehensive Training for Secondary Wiring	2	2.67	40	0	40	40	7	evaluate
3501N02	Dispatch Automation Simulation Training	1	1.33	20	0	20	20	7	evaluate
3515N01	Company & Factory Practice	15	13.33	100	0	100	300	7	evaluate
3503N25	Professional Qualifications Training	3	6.00	60	0	60	120	7	evaluate
3504F01	Humanity and Art	2	1.60	32	16	16	16	7	evaluate
	Σ Semester 7		**25.47**	**260**			**504**		
5302106	Situation and Policy (8)	0.25	0.53	8	8	0	8	8	evaluate
3504N09	Graduation Practice	4	7.33	20	0	20	200	8	evaluate
3512N02	Graduation Design (Thesis)	12	12.00	60	60	0	300	8	evaluate
3504F02	Science, Technology and AI	2	1.60	32	16	16	16	8	evaluate
	Σ Semester 8		**21.47**	**120**			**524**		
	Optional courses (see elective course list below)	**11**	**11.72**	**176**	**176**	**0**	**176**	**2–8**	
	Total	**174**	**208.32**	**2800**	**1554**	**1246**	**3450**		

Elective and optional course list (11 CP / 11.72 ECTS in total)

Group	Code	Course	CP	ECTS	Contact h	theor.	pract.	Self-study h	Sem.	Assessment
1 Elective	5301002	History of China Reform and Opening	1	1.07	16	16	0	16	2,4,6,8	exam
1 Elective	5301003	History of New China	1	1.07	16	16	0	16	2,4,6,8	exam
1 Elective	5301001	History of the CPC	1	1.07	16	16	0	16	2,4,6,8	exam
1 Elective	5301004	History of the Development of Socialism	1	1.07	16	16	0	16	2,4,6,8	exam
1 Elective		**Total – select ≥ 1 CP**	**1**	**1.07**	**16**	**16**	**0**	**16**		
2 Skills Ext.	3503N15	Automatic Control Theory	3	3.20	48	40	8	48	4	exam
2 Skills Ext.	3502N21	Power System Telecontrol	2	2.13	32	32	0	32	6	exam
2 Skills Ext.	3502N18	Power Electronics Technology	2	2.13	32	32	0	32	6	exam
2 Skills Ext.	3502N27	Distribution Automation Technology	2	2.13	32	32	0	32	6	exam
2 Skills Ext.	3502N30	Electrical English	2	2.13	32	32	0	32	5	exam
2 Skills Ext.	3502N29	New Power System	2	2.13	32	32	0	32	5	exam
2 Skills Ext.	3504D01	Improvement of Postgraduate Entrance Examination English Ability (1)	4	4.27	64	64	0	64	5	exam
2 Skills Ext.	3504D02	Improvement of Postgraduate Entrance Examination English Ability (2)	4	4.27	64	64	0	64	6	exam
2 Skills Ext.	3502O02	Cross-Cultural Communication in Southeast Asia	2	2.13	32	32	0	32	5	exam
2 Skills Ext.		**Total – select ≥ 6 CP**	**6**	**6.39**	**96**	**96**	**0**	**96**		
2 Skills Ext.	3502N20	Advanced Knowledge of Power Systems	2	2.13	32	32	0	32	n.s.	exam
2 Skills Ext.	3502K59	New Engineering Industry Conversation	2	2.13	32	32	0	32	n.s.	exam
2 Skills Ext.		**Total – select ≥ 2 CP**	**2**	**2.13**	**32**	**32**	**0**	**32**		
2 Skills Ext.	3502N19	Electric Power Engineering Project Management	2	2.13	32	32	0	32	n.s.	exam
2 Skills Ext.	3502O01	Introduction to Thai	2	2.13	32	32	0	32	n.s.	exam
2 Skills Ext.		**Total – select ≥ 2 CP**	**2**	**2.13**	**32**	**32**	**0**	**32**		
		Total	**11**	**11.72**	**176**	**176**	**0**	**176**		

Source: Appendix 1 – The 2025 Training Program and course list. Values reproduced as provided by the HEI; the source lists course code 5302106 for both Situation and Policy (7) and (8), and does not state a semester for the last four skills-extension courses (marked "n.s.").