ASIIN Seal & EUR-ACE® Label

Accreditation Report

Bachelor's Degree Programmes
Mechanical and Electronic Engineering
Electrical Engineering and Automation
Logistics Management

Provided by
Shanghai Dianji University

Version: 27 March 2026

Table of Content

A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for [1]	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC)[2]
Mechanical and Electronic Engineering	机械电子工程	ASIIN, EUR-ACE® Label	/	01, 02
Electrical Engineering and Automation	电气工程及其自动化	ASIIN, EUR-ACE® Label	/	01, 02
Logistics Management	物流管理	ASIIN	/	06
Date of the contract: 17.06.2024 **Submission of the final version of the self-assessment report:** 08.07.2025 **Date of the onsite visit:** 28-29.10.2025 **at: Shanghai Dianji University**				
Expert panel: apl. Prof. Dr.-Ing. Dipl. Phys. Habil Kirsten Weide-Zaage, Leibniz University Hannover Prof. Ing. Mag. Dr. rer.soc.oec. Herwig Winkler, Brandenburg University of Technology Cottbus–Senftenberg Prof. Dr.-Ing. Hartmut Ulrich, University of Applied Sciences Ruhr West Hongbing Zhang, Shanghai DaoCloud Network Technology Co., Ltd. Wenkai Wang , Shanghai University of Electrical Power				
Representative of the ASIIN headquarter: Paulina Petracenko				

[1] ASIIN Seal for degree programmes; EUR-ACE® Label: European Label for Engineering Programmes

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

Responsible decision-making committee: Accreditation Commission for Degree Programmes	
Criteria used: European Standards and Guidelines as of May 15, 2015 ASIIN General Criteria, as of December 7, 2021 Subject-Specific Criteria of Technical Committee 01 – Mechanical Engineering/Process Engineering as of March 21, 2021 Subject-Specific Criteria Technical Committee 02 – Electrical Engineering/Information Technology as of September 23, 2022 Subject-Specific Criteria of Technical Committee 06 – Engineering and Management, Economics as of September 20, 2019	

B Accreditation Status

Result Overview

The most recent decision for the ASIIN Seal was made by the ASIIN Accreditation Commission on 27 March 2026.

Degree Programmes	ASIIN Seal	Validity	EUR-ACE®	Validity
Ba Mechanical and Electronic Engineering	Accredited with requirements	27.03.2026 – 22.04.2027	Accredited with requirements	27.03.2026 – 22.04.2027
Ba Electrical Engineering and Automation	Accredited with requirements	27.03.2026 – 22.04.2027	Accredited with requirements	27.03.2026 – 22.04.2027
Ba Logistics Management	Accredited with requirements	27.03.2026 – 22.04.2027	/	/

Fulfilment of the Accreditation Criteria

ASIIN General Criteria / Subject-Specific Criteria	Ba Mechanical and Electronic Engineering	Ba Electrical Engineering and Automation	Ba Logistics Management
1 Degree programme: Concept, Content & Implementation			
1.1 Objectives and learning outcomes (intended qualification profile)	**Not fulfilled** **Requirement A 1**	**Not fulfilled** **Requirement A 1**	**Not fulfilled** **Requirement A 1**
1.2 Title of the degree programme	Fulfilled	Fulfilled	Fulfilled
1.3 Curriculum	Fulfilled	Fulfilled	Fulfilled
1.4 Admission requirements	Fulfilled	Fulfilled	Fulfilled

ASIIN General Criteria / Subject-Specific Criteria	Ba Mechanical and Electronic Engineering	Ba Electrical Engineering and Automation	Ba Logistics Management
1.5 Workload and credits	**Not fulfilled** **Requirement A 4**	**Not fulfilled** **Requirement A 4**	**Not fulfilled** **Requirement A 4**
1.6 Didactics and teaching methodology	Fulfilled	Fulfilled	Fulfilled
2 Exams: System, Concept and Organisation			
2 Exams: System, Concept and Organisation	**Not fulfilled** **Requirement A 2**	**Not fulfilled** **Requirement A 2**	**Not fulfilled** **Requirement A 2**
3 Resources			
3.1 Staff and staff development	Fulfilled	Fulfilled	Fulfilled
3.2 Student support and student services	Fulfilled	Fulfilled	Fulfilled
3.3 Funds and equipment	Fulfilled	Fulfilled	Fulfilled
4 Transparency and Documentation			
4.1 Module descriptions	**Not fulfilled** **Requirement A 3**	**Not fulfilled** **Requirement A 3**	**Not fulfilled** **Requirement A 3**
4.2 Diploma and Diploma Supplement	**Not fulfilled** **Requirement A 5**	**Not fulfilled** **Requirement A 5**	**Not fulfilled** **Requirement A 5**
4.3 Relevant rules	Fulfilled	Fulfilled	Fulfilled
5 Quality Management: Quality Assessment and Development			
5 Quality Management: Quality Assessment and Development	Fulfilled	Fulfilled	Fulfilled

Requirements

For all programmes

A 1. (ASIIN 1.1) Ensure that the objectives and learning outcomes of the programme are bindingly anchored in an official document.

A 2. (ASIIN 2, 4.3) Establish formal and transparent regulations defining compensation mechanisms for students with special needs.

A 3. (ASIIN 4.1) Revise the module descriptions so that they align with the curricula and the content actually taught, as well as the information on the website. Ensure they correctly inform about the modules' content, language of instruction, assessment form, credits, teacher, person responsible for the module, and teaching format.

A 4. (ASIIN 1.5, 4.1) Verify the workload and credits awarded for the internships and create module descriptions for them.

A 5. (ASIIN 4.2) Provide graduates with a Diploma Supplement that is in line with ASIIN criteria.

A 6. (ASIIN 5) Ensure that all students are informed about the survey results.

Accreditation History

The programmes have not been previously accredited by ASIIN.

C Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF[3]	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Mechanical and Electronic Engineering	B.Eng.	/	6	Full time	Hochschule Kaiserslautern	8 Semester	240 ECTS	June 2020
Electrical Engineering and Automation	B.Eng.	/	6	Full time	Hochschule Kaiserslautern	8 Semester	240 ECTS	June 2020
Logistics Management	B.Sc.	/	6	Full time	Hochschule Kaiserslautern	8 Semester	240 ECTS	June 2020

Background Information

Shanghai Dianji University (SDJU) is a public university located in Shanghai, China, with a strong focus on engineering, applied sciences, and practice-oriented education. Founded in 1953, the university has developed into an institution with a clear application-oriented profile and close links to industry. SDJU currently enrolls approximately 13,000–14,000 full-time students, the majority of whom are undergraduates, and employs around 1,000 faculty members.

The three programmes under review are part of the Kaiserslautern Kolleg für Intelligente Produktion (KKIP), which is located in Lingang (outskirt area of Shanghai). KKIP is a Sino-German cooperative educational institution jointly developed by SDJU and Hochschule Kaiserslautern in Germany. It was officially approved by the Ministry of Education of China in 2021 as a Chinese-Foreign Cooperation in Running Schools institution, formalizing long-standing collaboration dating back to 2002.

KKIP serves as an institutional platform for the joint delivery of programmes in the field of intelligent manufacturing and related disciplines. Its conceptual foundation is the integration of German applied-science education principles with SDJU's practice-oriented and industry-focused educational approach. The programmes are designed to address the needs of the Lingang Special Area and the wider Shanghai region, particularly with regard to intelligent production, automation and logistics. At the same time, they foster international

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

competencies and bilingual academic skills. Thus, alongside the technical subject-specific courses, students on all three programmes are required to complete German courses with the aim of achieving level B2.

The overall academic and administrative responsibility for the three programmes lies with Shanghai Dianji University as the degree-awarding institution for students enrolled and studying in Shanghai. Accordingly, the programmes are fully embedded in SDJU's organizational structure and are subject to its academic regulations, examination rules, and quality assurance mechanisms.

At the same time, the programmes are jointly developed and academically coordinated with Hochschule Kaiserslautern. The cooperation is governed by a formal cooperation agreement between the two universities, which defines the objectives, scope, and mechanisms of collaboration. A central element of this cooperation is a Joint Steering Committee, composed of representatives from both institutions. This committee oversees the cooperation at a strategic level and jointly decides on fundamental academic matters, such as the introduction of new programmes, substantial curriculum changes, and the further development of KKIP.

At programme level, a dual coordination structure is in place. Each of the three programmes is jointly coordinated by one programme coordinator from SDJU and one from Hochschule Kaiserslautern. These coordinators are responsible for curriculum alignment, coordination of teaching activities, and ongoing academic exchange between the partner institutions.

The curricula of the three programmes are designed to be structurally aligned and mirrored with corresponding programmes at Hochschule Kaiserslautern. This alignment concerns module structures, learning outcomes, and academic sequencing, ensuring comparability between the two institutions. Teaching at KKIP follows the academic structure used at Hochschule Kaiserslautern, while being implemented within SDJU's institutional framework.

Teaching is jointly delivered by SDJU and Hochschule Kaiserslautern faculty. According to the cooperation agreement, more than one third of the courses and teaching hours at KKIP should be delivered by German teaching staff. Professors from Hochschule Kaiserslautern typically travel to Shanghai one to two times per year and teach in block formats lasting approximately two to four weeks per visit. These block-teaching phases are integrated into the regular semester structure and coordinated jointly by both institutions.

The cooperation framework includes the option of a double degree. Students who achieve a minimum German language proficiency level of B2 may transfer to Hochschule

Kaiserslautern after completing the fifth semester at SDJU. Those who successfully continue their studies at Hochschule Kaiserslautern for one year and meet the academic requirements of both universities will be awarded degrees from both institutions. Those who do not meet the transfer requirements or choose not to participate in the mobility phase remain enrolled at SDJU and complete their degree under SDJU regulations. In such cases, they will receive an SDJU degree supplemented by a joint KKIP participation certificate signed by both partner institutions.

Study Programme Summaries

For the Bachelor's degree programme Mechanical and Electronic Engineering the institution has presented the following profile in the self-assessment report:

"The Mechanical and Electronic Engineering program equips graduates with the skills to support the intelligent and automated upgrading of high-end manufacturing. By cultivating talents in this field, the program drives related industrial growth, fosters industrial clustering, attracts more talent and resources to Lingang, and promotes regional economic coordination.

With the rapid industrial development in the Lingang New Area, there is a growing demand for professionals in Mechanical and Electronic Engineering. Establishing this program ensures a steady supply of talent for local enterprises, addressing their needs in production, technology development, and engineering management.

The program also serves regional research institutions and enterprises by providing a specialized workforce capable of contributing to projects such as the development of intelligent equipment, research in advanced manufacturing technologies, and the integration and optimization of mechanical and electronic systems.

Graduates of the Mechanical and Electronic Engineering program possess not only theoretical knowledge but also strong practical skills. They are capable of engaging in the installation, commissioning, operation management, and customer service of automation systems related to advanced equipment manufacturing."

For the Bachelor's degree programme Electrical Engineering and Automation the institution has presented the following profile in the self-assessment report:

"The Electrical Engineering and Automation program equips graduates with the skills to support the intelligent and automated upgrading of advanced manufacturing. By cultivating talents in this field, the program drives related industrial growth, fosters industrial clustering, attracts more talent and resources to Lingang, and promotes regional economic coordination.

With the rapid industrial development in the Lingang New Area, there is a growing demand for professionals in Electrical Engineering and Automation. Establishing this program ensures a steady supply of talent for local enterprises, addressing their needs in production, technology development, and engineering management. This not only supports the stable growth of enterprises but also provides broad employment opportunities for graduates.

As a frontier area of international cooperation, the Lingang New Area attracts numerous international companies and cross-border projects. Through collaboration with Hochschule Kaiserslautern (Germany) in areas such as educational programs and teaching methodologies, the Electrical Engineering and Automation program integrates educational concepts and teaching resources from Germany. It trains students with global perspectives and cross-cultural communication skills, enabling them to adapt to international work environments, participate in global competition, and enhance Lingang's position in global industrial chains.

Graduates of the Electrical Engineering and Automation program possess not only theoretical knowledge but also strong practical skills. They are capable of engaging in the installation, commissioning, operation management, and customer service of automation systems related to advanced equipment manufacturing."

For the Bachelor's degree programme Logistics Management the institution has presented the following profile in the self-assessment report:

"The program aims to cultivate outstanding on-site engineers with a global perspective who can compete internationally in the field of intelligent manufacturing, thereby enhancing the university's development and strength. Based on the comprehensive adoption of the curriculum system and standards from German universities of applied sciences, the program integrates high-quality educational resources from Chinese and German institutions in the field of logistics management, with a focus on intelligent manufacturing. Emphasizing technical application, the teaching content is synchronized with that of German universities.

Graduates will possess specialized technical abilities in logistics operation management, logistics system analysis and planning, and logistics technology and information management. They will be qualified to work in areas such as logistics system design and planning and logistics industry management within the field of intelligent manufacturing."

Summary of the Experts' Assessment

The experts' assessment of the three Bachelor's programmes offered at the Kaiserslautern Kolleg für Intelligente Produktion (KKIP) presents an overall very positive picture. The programmes are built on a distinctive Sino-German cooperation model between Shanghai Dianji University (SDJU) and Hochschule Kaiserslautern (HSKL), reflected in closely aligned and mirrored curricula. The experts particularly acknowledge the strong commitment of the HSKL teaching staff and the effective academic coordination between the two partner institutions.

The qualification profiles of the graduates are regarded as distinctive and attractive. The combination of solid technical or management competences, structured practical training, and advanced German and English language skills contributes to strong employability. Feedback from industry partners confirms that graduates are well prepared for professional practice and highly valued on the labour market. The curricula are considered coherent and appropriate for a Bachelor-level qualification. The experts also highlight the good infrastructure, including well-equipped laboratories, innovation facilities, and library resources, which provide students with supportive learning conditions. Both teachers and students were described as motivated and engaged, contributing to a constructive academic environment.

At the same time, the experts identify several areas in which improvements are required to ensure full compliance with ASIIN standards and to enhance transparency and consistency. For instance, programme objectives and intended learning outcomes need to be formally and bindingly anchored in official documents. Regulations concerning compensation mechanisms and support for students with special needs should be more clearly defined. The module descriptions require a comprehensive revision in order to ensure consistency with the curricula, actual teaching practice, and the information published on the website. This includes precise and consistent information on content, workload, ECTS credits, language of instruction, assessment methods, teaching format, and responsible persons. Specific attention must be given to the verification and correction of workload and credit allocation for internships, for which discrepancies were identified. Furthermore, a Diploma Supplement in line with ASIIN standards must be provided to graduates, and the results of student surveys should be communicated systematically to the student body in order to close the feedback loop.

Beyond these formal requirements, the experts formulate several recommendations for further development. They recommend strengthening the development of students' soft skills and further enhancing structured cooperation with industry, for example through closer integration of practical exposure and field-based learning opportunities. In addition, it should be made more transparent in which modules students acquire and apply scientific

methods and how academic standards, particularly with regard to the final thesis, are systematically developed throughout the programmes.

With specific regard to the Logistics Management programme, the experts recommend sharpening and clarifying its academic profile. They suggest reconsidering the programme title and renaming it “Logistics Engineering and Management” in order to more accurately reflect its technical orientation. Furthermore, the structure of the programme could be optimised by clearly organising the curriculum into two specialisations, one focusing on engineering and one on management, thereby making the internal structure and academic focus more transparent. In this context, it is also recommended that comprehensive and clearly structured information about the programme’s actual focus, content, and qualification objectives be provided to prospective students to avoid misunderstandings regarding its profile.

D Expert Report for the ASIIN Seal[4]

1. The Degree Programme: Concept, Content & Implementation

Criterion 1.1 Objectives and Learning Outcomes of a Degree Programme (Intended Qualifications Profile)

Evidence:

- Self-Assessment Report
- Study plan for each degree programme
- Module descriptions
- Websites of the study programmes
- Objective-module-matrix for each degree programme
- Discussion during the audit

Preliminary assessment and analysis of the experts:

The experts refer to the Subject-Specific Criteria (SSC) of the Technical Committees 02 Electrical Engineering/Information Technology, 01 Mechanical Engineering/Process Engineering, and 06 Engineering and Management, Economics as a basis for judging whether the intended learning outcomes of the three programmes correspond with the competences as outlined by the SSCs.

The experts note that the programme learning outcomes can be found on the website, in the Admissions Brochure as well as in the Self-Assessment Report. Furthermore, SDJU provides a module-objective-matrix for each programme, which illustrates the alignment between course content and the expected outcomes as well as the respective SSC.

According to the self-assessment report, the following programme objectives are defined for the three programmes:

[4] This part of the report applies also for the assessment for the European subject-specific labels. After the conclusion of the procedure, the stated requirements and/or recommendations and the deadlines are equally valid for the ASIIN seal as well as for the sought subject-specific label.

Ba Mechanical and Electronic Engineering:

“Graduates will have a solid foundation in German and good cultural literacy. They will possess professional technical skills in areas such as mechatronic system design, development, and system integration, and will be capable of working in intelligent manufacturing fields, including mechatronic product design and development, mechatronic system control integration, project management, and technical services. The program seeks to produce internationally competitive, higher-level technical application talents.”

Ba Electrical Engineering and Automation:

“Graduates will have a solid foundation in German and good cultural literacy. They will possess professional technical skills in areas such as electrical automation system design, development, and debugging, and will be capable of working in intelligent manufacturing fields, including electrical engineering design and development, system operation and maintenance, project management, and technical services. The program seeks to produce internationally competitive, higher-level technical application talents.”

Ba Logistics Management:

“The program is designed to meet the demands of intelligent logistics development, emphasizing the balanced growth of logistics technical skills and comprehensive cultural literacy. Graduates will have a solid foundation in German and will be capable of working in the fields of logistics management and engineering, engaging in logistics operation management, logistics system analysis and planning, and logistics technology and information management. The goal is to produce higher-level application-oriented technical talents with an international perspective.”

The precise intended learning outcomes of each programme can be found in the appendix of this report.

The experts confirm that the intended learning outcomes and programme objectives are transparently published and thus are available to students, lecturers and interested third parties. However, they note that they are not contained in any official document. Therefore, the experts require that the objectives and learning outcomes of the three programmes are also bindingly anchored in an official document.

In terms of structure and content, the experts agree that the programme's learning outcomes and objectives are clearly and concisely described. They concur that these adequately reflect EQF level 6 and correspond to the ASIIN Subject Specific Criteria (SSC) of the relevant Technical Committees for Electrical Engineering, Mechanical Engineering/Process Engineering, and Engineering and Management Economics.

The experts particularly welcome the programmes' unique concept and targeted skill profiles, which combine the technical skills of the respective discipline with German language skills. In the audit, students explain that this unique qualification profile opens up many career possibilities for them. Firstly, they have a better chance of finding a job in China due to their additional language skills, particularly in German-owned companies based in China. Furthermore, it helps them to find an internship or a job in Germany after graduation. It also paves the way for students to continue their Master's degree in Germany, particularly at one of the partner universities. Industry representatives confirm these favourable prospects in the audit. They state that Chinese companies value it if students have additional foreign language skills, such as German, and working expertise from Germany. They also assert that KKIP graduates are, on average, more skilled and ambitious than graduates from other Chinese institutions. The experts are glad to hear this and are convinced that the targeted skill profiles of the three programmes will enable graduates to find appropriate employment in China as well as Germany.

As SDJU has also applied for the EUR-ACE® label for its Electrical Engineering and Automation, as well as Mechanical and Electronic Engineering programmes, the experts check whether the learning outcomes align with the EUR-ACE® Framework Standards and Guidelines (EAFSG) for engineering programmes. The EUR-ACE® Framework Standards and Guidelines requires that engineering programs cover the following seven competence areas: Knowledge and Understanding, Engineering Analysis, Engineering Design, Investigations, Engineering Practice, Making Judgements Communication and Team-working, and Lifelong Learning. The self-assessment report and the module descriptions illustrate that the degree programmes under review cover all the required competence areas such as engineering analysis, design, and practice as well as communication and team-working skills. The experts are convinced that the mentioned competences are conveyed in the respective courses. They conclude that the intended learning outcomes of all programs are aligned with the EUR-ACE® Framework Standards and Guidelines (EAFSG).

The experts also acknowledge that SDJU has a comprehensive programme review policy in place. Every three to four years, a major revision is carried out, which includes reviewing the intended learning outcomes and programmes' objectives. This review is conducted by a working group, guided by the School Academic Affairs Committee, and is based on internal and external feedback, i.e. from students, teachers, graduates and industry partners. The working group then uses these inputs to draft a preliminary evaluation of the programme objectives, which is reviewed by the School Academic Affairs Committee before being submitted to the University Academic Affairs Committee for final approval.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-Assessment Report
- Diploma Certificate for each programme

Preliminary assessment and analysis of the experts:
The experts confirm that the three programme names in both Chinese and English is used consistently in all relevant documents. They also concur that the English translation and the original Chinese name of the degree programmes correspond with the intended learning outcomes as well as the content of the Electrical Engineering and Automation and Mechanical and Electronic Engineering programmes.

They also find that, in the case of the Logistics Management programme, the English translation and the original Chinese name largely correspond with the intended learning outcomes and content of the degree programme. However, they conclude that there is room for improvement, as the current title refers to a wide range of topics and does not adequately convey the programme's engineering dimension. The experts therefore note that, while Logistics Engineering is not the programme's main focus, it still contains a significant proportion of engineering elements. In the compulsory competence field of Professional Basics, for example, there are four engineering-related courses: "Fundamentals of Engineering Science", "Engineering Mechanics & Machine Components", "Automation Technology", and "Basic Training in Engineering". Additionally, a few more engineering courses are included in the Professional Electives section. Therefore, the experts conclude that the title could be misleading, a view supported by several students in the audit. They report that they were not expecting such a large proportion of the programme to be engineering-related. However, they state that, although these parts were challenging, they were still manageable.

During the audit, the experts ask whether the faculty staff have considered changing the programme title. The programme coordinators explain that, in their view, the curriculum and the title are aligned since the main focus is on logistics management. They also explain that they are focusing on this area because there is greater demand for Logistics and Business Management in the Chinese industry. Conversely, the courses offered by the teachers from Hochschule Kaiserslautern focus more on the engineering side. While the experts understand the reasons for the current curriculum design, they recommend changing the programme title at least to "Logistics Engineering and Management" to more transparently and precisely reflect its content.

To achieve greater transparency, they also recommend clarifying the public information about the Logistics Management programme, particularly on the website, to provide a clearer and more accurate picture of the programme's actual focus and content, especially the engineering aspect, to give prospective students a clearer idea of what to expect. This is particularly important because, in the past, some students have felt misled by the publicly available information.

Finally, they suggest introducing two specialisations in the Logistics Management programme, one in Logistics Engineering and the other in Logistics Management, to separate the two areas and allow students to choose their own focus. This will be discussed in more detail in Chapter 1.3.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Cooperation Contract between HSKL and SDJU
- Discussions during the audit

Preliminary assessment and analysis of the experts:
Content & Structure of the programme

All three bachelor's programmes comprise eight semesters and 240 ECTS credits. Each programme is structured into eight competence areas and has a similar design. They all start with professional basics, which are followed by more in-depth courses in the respective discipline. The programmes conclude with a practice part and a graduation thesis/project. This involves a professional internship and a final thesis based on a graduation internship. Each of these three components comprises 15 ECTS credits. Furthermore, all students must complete German language training (30 ECTS credits) and general studies comprising general courses dictated by the Chinese Ministry on topics such as “Modern Chinese History” and “Principles of Marxism”. There are no specialisations in any of the three programmes, but depending on the programme, students can take a certain number of electives.

Below is a concrete overview of the areas of competence in each of the three programmes.

Electrical Engineering and Automation:

- Professional Basics (59 ECTS credits), which focuses on mathematics, physics, and foundations of software development as well as and electrical engineering
- Foreign Languages (=German classes) (30 ECTS credits)
- Informatics (23 ECTS credits)
- Automation (35 ECTS credits)
- Interdisciplinary Courses (5 ECTS credits)
- Professional Electives (6 ECTS credits)
- General Studies (includes e.g. “Modern Chinese History” and “Principles of Marxism”) (32 ECTS credits)
- Practice & Undergraduate Project (50 ECTS credits)

Mechanical and Electronic Engineering:

- Engineering Science Foundation and Technology (Mathematics, Physics, Material Science) (25 ECTS credits)
- Foreign Languages (=German classes) (30 ECTS credits)
- Informatics (12 ECTS credits)
- Professional Basics (Applied Mechanical and Electronic Engineering) (49 ECTS credits)
- Core Professional Courses (14 ECTS credits)
- Professional Electives (21 ECTS credits)
- General Studies (38 ECTS credits)
- Practice & Undergraduate Project (51 ECTS credits)

Logistics Management:

- Professional Basics (32 ECTS credits), which consist of 2 sections: Mathematics and Information Science + Engineering Fundamentals
- Foreign Languages (=German classes) (30 ECTS credits)
- Logistics Operation & Management (30 ECTS credits)
- Logistics System Analysis and Planning (24 ECTS credits)
- Logistics Technology and Information (34 ECTS credits)
- Professional Electives (12 ECTS credits)
- General Studies (33 ECTS credits)
- Practice & Undergraduate Project (45 ECTS credits)

The experts review the curricula and conclude that the programmes provide solid fundamental training in the respective discipline, thereby aligning with the relevant SSC at EQF Level 6. They also confirm that the programmes are designed in such a way that students

can achieve the intended learning outcomes of the respective programme and go on to work in one of the designated areas. Furthermore, they concur that the three programmes are well organised, with each module representing a coherent unit of teaching and learning.

However, they find that there is still room for improvement in certain aspects of the programmes. For instance, they conclude that students' soft skills could be strengthened further. They acknowledge that students of the three programmes practise these skills to a certain extent, for example by carrying out group work and presentations, as well as during internships in companies. However, according to feedback from industry professionals, soft skills are essential for working in industry, and graduates of the KKIP display different levels of soft skills. Thus, the experts suggest integrating more elements into the three programmes to foster students' soft skills even further.

Furthermore, as previously mentioned, the experts have noted a significant amount of engineering content in the Logistics Management programme. To optimise the programme's structure and highlight its two main focal areas, the experts recommend introducing two specialisations: one in Logistics Engineering and the other in Logistics Management. This would give students the opportunity to choose the subject that best aligns with their career goals.

Internships

The experts overall welcome the strong practical orientation of the programmes and, in particular, the inclusion of two mandatory internships. Each internship carries 15 ECTS credits and is scheduled to be completed in an industrial setting during the fourth year of study. The first internship, referred to as the Professional Internship, is intended to provide students with a general insight into industrial practice and an opportunity to apply their academic knowledge in a real-world context. The second internship, the Graduation Internship, is designed to support the preparation of the graduation thesis by enabling students to collect practical data and gain in-depth professional experience. Taken together, the two internships comprise a total duration of 20 weeks spent in industry. Upon completion of each internship, students are required to submit an internship report, which forms part of the assessment. During the internship period, students are supervised by two designated supervisors, one from the university and one from the host company. Regular meetings involving the student and both supervisors are held on a monthly basis to review progress and provide guidance.

The experts note positively that the two internship formats are well integrated into the overall programme structure and that Shanghai Dianji University assumes responsibility for ensuring the academic quality of the internships with regard to both content and

organization. However, they observe that the module handbooks of the three programmes do not consistently document the internships. In particular, information on the Graduation Internship is missing from all module handbooks, and the module handbook for the Mechanical and Electronic Engineering programme does not include information on either the Professional Internship or the Graduation Internship.

In addition, discrepancies have been noted in the documentation regarding the duration of the internship, the allocation of credits, and the student workload. As previously mentioned, according to the documents provided, each internship comprises 15 ECTS credits. With one credit corresponding to approximately 30 hours of student workload, this results in a total workload of 450 hours per internship or 900 hours for both internships. As the total duration for the two internships is specified as 20 weeks, this implies an average workload of around 45 hours per week. However, the available module descriptions provide different figures for the workload; for instance, the Electrical Engineering and Automation programme describes the internship workload as 300 hours. As discussed further in Chapter 1.5 of this report, the experts therefore require clarification and the provision of consistent, accurate, and transparent information regarding the workload, duration, and credit allocation of the internships across all relevant documents.

Furthermore, industry representatives suggest during the audit that the inclusion of practical phases at an earlier stage of the programmes could further enhance students' understanding of real-world industrial contexts and strengthen the link between theory and practice. The experts agree with this assessment and recommend considering the integration of additional or earlier internship phases within the curriculum to further support students' academic and professional development.

In addition, the experts conclude that, although the relationship between industry and university is already strong, it could be further improved. They learned during the audit that the current cooperation is largely based on individual projects, and that companies want more long-term, consistent cooperation with the university. The experts agree with this and suggest finding ways to intensify cooperation between industry and universities, so that developments in technology and know-how from enterprises can be transferred to universities more quickly. This would benefit both the teachers' research and the teaching content within the programmes. In this context, the experts also suggest organising field trips for students to learn more about current trends in the industry.

Student Mobility

As part of the KKIP, the three programmes place particular emphasis on cooperation with Hochschule Kaiserslautern. This cooperation constitutes a central and intended mobility pathway for students enrolled on the three programmes under review. The curricula are

aligned with the corresponding programmes at Hochschule Kaiserslautern (HSKL) and are designed to enable student mobility after the fourth semester. To apply for a study period at HSKL, students must have studied at SDJU for at least a year and reached a minimum German proficiency level of B2. If selected, they can study at HSKL for a year (usually the sixth and seventh semesters), without incurring additional tuition fees. After studying abroad, students return to SDJU for the internship and final thesis in the eighth semester. According to the contract between SDJU and HSKL, students who have achieved a German proficiency level of B2 and have studied for a year at HSKL fulfil the conditions required to obtain a degree from both institutions. Following successful ASIIN accreditation, students no longer need to have studied at HSKL to obtain both degrees, but only need to achieve German level B2.

In addition to the long-term mobility option that leads to a double degree, our cooperation with Hochschule Kaiserslautern also encompasses short-term mobility programmes. These include summer schools, block teaching periods and exchange programmes. Faculty members from Hochschule Kaiserslautern regularly deliver block teaching at Shanghai Dianji University, and student delegations from both institutions participate in joint academic and cultural exchange activities. These short-term exchanges complement the regular curriculum and provide additional international exposure for students who do not participate in long-term mobility programmes. For example, in 2024, SDJU sent 17 students to HSKL for summer activities, while HSKL sent 15 students to SDJU.

In addition to the KKIP framework, students on these programmes also have access to a wider range of international exchange opportunities at Shanghai Dianji University. The university has established degree and credit recognition agreements with partner universities in Europe, North America and Asia. SDJU has agreements with 93 universities in 29 countries in total. These include Bremen University of Applied Sciences, Liverpool John Moores University (UK), Dublin Institute of Technology (Ireland), Purdue University (USA), Dongseo University (South Korea) and Wakayama National College of Technology (Japan). Through these agreements, students can apply to spend a semester or complete a short-term study visit or summer programme at a partner institution, and their academic achievements will be recognised according to the host university's regulations.

The internationalisation of the campus is further supported by visiting international faculty and international students, since the university receives more than 300 international students from over 30 countries each year to study for degrees, participate in short-term exchanges, and undertake language training.

The students report being content with the mobility offer. They particularly appreciate the opportunity to participate in summer schools, as acquiring a B2 level of German is very

difficult and only a few students achieve this requirement. They also report that students receive funding from SDJU to cover expenses for both the one-year study option and the summer school at HSKL.

Experts conclude that the university has established an appropriate framework to encourage and support students to participate in mobility activities, and praise the cooperation between HSKL and SDJU, which fosters mutual student and academic staff exchange. They also find SDJU's general mobility offer attractive and commend the university's pursuit of internationalisation and international cooperation. Finally, the experts acknowledge the legal framework, which establishes clear and binding rules, as well as the support system offered to students.

Periodic Review of the Curriculum

Shanghai Dianji University has established an institutionalized mechanism for the periodic review and revision of its curricula. A comprehensive curriculum review is conducted every four years at university level, coordinated by the responsible academic units. As part of this process, the college organizes structured evaluations involving programme leaders, academic staff, industry representatives, and external experts from other higher education institutions.

The most recent curriculum revision process for the programmes under review was initiated in 2021. As a result, the revised curriculum comprises a total of 240 credits and applies standardized credit allocation rules based on instructional workload, differentiated by course type. The revision aimed to ensure curricular coherence, transparency, and alignment with defined learning objectives.

For the three programmes, particular emphasis was placed on alignment with the credit recognition system of Hochschule Kaiserslautern. The revised course structures ensure a one-to-one correspondence between the courses offered at Shanghai Dianji University and those of the German partner institution. In addition, computer science and information-related modules were introduced or expanded in response to labour market requirements identified through systematic research and consultation with industry experts.

In conclusion, the experts find that there is a systematic process in place for the regular review and improvement of programmes. They are pleased to hear that SDJU considers the feedback of various stakeholders in the programme review process and maintains a close relationship with industry.

Criterion 1.4 Admission Requirements

Evidence:

- Self-Assessment Report
- Website of the University for Admissions: https://kkip.sdju.edu.cn/4441/list.htm
- "Admission Regulations"
- "Regulations for Recognition and Conversion of Course Grades and Credits Earned by Undergraduate and Junior College Students in External Study Programs of Shanghai Dianji University"
- Admission Rate Statistics
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The admission requirements and procedures for the three Bachelor's degree programmes are governed by national regulations of the Ministry of Education of China as well as by provincial and municipal admission policies. Admission follows the general undergraduate admission regulations of Shanghai Dianji University and is based on the results of the National College Entrance Examination (Gaokao) or equivalent unified entrance examinations administered by the respective provincial authorities.

Shanghai Dianji University has established institutional policies aimed at ensuring the quality and transparency of student admission. In line with these policies, KKIP cooperates closely with the University in student recruitment and selection. Admission promotion is conducted through centralized university channels and programme-specific activities, including consultation events, online information platforms, and publicly accessible admission information, ensuring that prospective students are adequately informed about the programmes and their requirements.

Admission to the three programmes is conducted exclusively through the Autumn Unified Entrance Examination. The organizational responsibility for admissions lies with the Admissions Leadership Group of Shanghai Dianji University. The Admissions Office is responsible for implementing the admission process, while the Discipline Inspection and Supervision Office oversees the procedure to ensure compliance with regulations and fairness in selection.

Candidates are admitted in accordance with centrally defined score-based procedures and within the filing ratios stipulated by the University and provincial authorities. No additional subject-specific entrance examinations are required. National and provincial bonus point policies are applied in accordance with applicable regulations, with only the highest eligible

bonus being recognized. The detailed admission requirements are defined in the Admission Regulations document. Regulations for the recognition of external achievements are defined in the document “Regulations for Recognition and Conversion of Course Grades and Credits Earned by Undergraduate and Junior College Students in External Study Programs of Shanghai Dianji University”.

Specific admission requirements apply to the Sino-German cooperative programmes hosted at KKIP. Thus, for applicants in Shanghai, a minimum English single-subject score of 90 is required, while applicants from other provinces must meet the corresponding English score thresholds defined by provincial regulations. These requirements reflect the bilingual and international orientation of the programmes.

Tuition fees are defined by Shanghai Dianji University in accordance with programme categories and publicly announced standards. The University operates a comprehensive financial aid system, including scholarships, grants, student loans, and work-study opportunities, to ensure that students with financial difficulties are able to enroll and continue their studies.

The maximum capacity for each of the three programmes is 60 students. Prior to 2022, the maximum intake was 20 students per cohort. According to the provided statistics, the average admission rate in recent years has been about 95% across all three programmes. The experts find that the high admission rate and the fact that the maximum intake was tripled four years ago indicates the demand for these programmes.

The experts review the admission requirements and procedures, finding them appropriate for supporting students in achieving the intended learning outcomes of the study programme. They also note that the admission requirements are transparent and binding for all stakeholders and welcome the clear rules on the recognition of external qualifications. The admission ratios also confirm the demand for the programmes.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Student surveys
- Statistical data
- Table of conversion from Chinese Credits to ECTS credits

- Discussions during the audit

Preliminary assessment and analysis of the experts:
The three Bachelor's programmes under review apply the credit and workload regulations of Shanghai Dianji University and use a defined framework for converting local (Chinese) credits into ECTS. The local credit allocation is based on contact hours, while the conversion to ECTS reflects the total student workload, including both teaching hours and self-study time.

According to the local credit system, for theoretical courses, one Chinese credit corresponds to 16 teaching hours. For practical courses, one Chinese credit corresponds to 32 teaching hours, with the exception of the graduation thesis, which follows separate regulations. For the calculation of ECTS, SDJU takes into account the total workload of students i.e. contact and self-study time and stipulates that one ECTS credit corresponds to an average workload of 30 hours. After conversion, each of the three programmes comprise a total workload equivalent to 240 ECTS credits over four years of study. This corresponds to an average of 60 ECTS credits or approximately 1,800 hours of workload per academic year, and about 30 ECTS credits or 900 hours of workload per semester. Following the audit, the university provided a comprehensive table per programme detailing the conversion of Chinese credits into ECTS credits for each individual module. The tables specify the assigned credits – both the local and the ECTS credits –, the total workload, and the distribution between contact hours and self-study time.

Academic advisors and tutors regularly collect feedback from students regarding their learning time and workload. These surveys are used to compare the actual workload experienced by students with the planned workload and to identify potential imbalances at programme or semester level.

Students confirm in the audit that they are regularly surveyed regarding the workload. They also state that the workload is manageable and that all three programmes can be completed within the standard period of study.

The experts welcome that SDJU has a structured credit system in place and that credits are awarded to all compulsory parts of the curricula. They also consider the estimated workload to be realistic and well-founded, and to be distributed evenly across the semesters.

In terms of ECTS credit calculation, the experts conclude that these are rightly awarded based on contact hours and self-study time. According to the credit calculation table provided by the university for all modules, the experts can see that the calculation is consistent and correct, and is based on the fact that 1 ECTS corresponds to 30 hours of work. However, the experts note that the information in the table does not always coincide with that in the

module descriptions. Therefore, the experts require the workload and credit information in the module descriptions to be checked and corrected.

As mentioned in Chapter 1.3, the experts require the credits and workload of the internships to be verified, as discrepancies in the indicated workload exist across the documents. Therefore, it is essential that the workload and credits for internships are displayed correctly and consistently in all documents, including module descriptions.

The experts reviewed the cohort statistics and noted that the dropout rate was significantly low at around 5% across all three programmes, and that students on average graduated on time after four years of study. They believe that these statistics reflect the programmes' sound structure, and that they can be completed within the standard period of study.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Teaching Work Regulations
- Teaching Quality Assurance System Outline
- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the experts:
Teaching in the three Bachelor's programmes is guided by institutional regulations and quality assurance frameworks established by SDJU. The university has issued binding regulations on teaching activities and quality assurance, including the Teaching Work Regulations and the Teaching Quality Assurance System Outline, which provide a common framework for instructional design, delivery, and review. These regulations are complemented by programme-level coordination within KKIP.

As previously mentioned, teaching at KKIP is organised jointly by SDJU and HSKL, in accordance with the terms of the bilateral cooperation agreement. According to the agreement, at least one third of the technical courses in each programme should be taught by German teachers. HSKL is responsible for nominating and dispatching these teachers. Teaching contributions by German staff are usually organised as block teaching periods. German lecturers typically visit Shanghai once or twice per academic year, teaching intensively for periods of approximately two to four weeks. To ensure smooth delivery and student support, each course taught by a German lecturer is accompanied by a Chinese teacher from SDJU. This

accompanying teacher supports students in the event of language-related comprehension difficulties and assists the German lecturer with organisational and technical matters. This arrangement enables students with different language proficiency levels to successfully participate in and complete the German-taught modules.

According to the self-assessment report, the teaching methodology combines different instructional formats to support the achievement of the intended learning outcomes. Classroom teaching is primarily organized in the form of lectures and is complemented by individual presentations, group work, and teamwork-based activities. Depending on the characteristics and objectives of individual courses, additional approaches such as project-based learning, blended learning formats, and elements of flipped classroom teaching are applied.

Interactive teaching methods are used to enhance student engagement and to support the understanding of complex subject matter. Instructors adapt their teaching to the students' knowledge levels and learning needs, with particular attention given to key and challenging concepts. Teaching places emphasis not only on knowledge acquisition but also on the development of learning strategies, analytical thinking, and independent problem-solving skills.

Digital tools and online platforms are used to complement face-to-face teaching. In selected courses, instructors provide short video recordings and online learning materials to support independent study. Assignments, quizzes, and other learning activities may be completed online within defined timeframes, allowing instructors to monitor learning progress and adjust teaching where necessary. These blended learning approaches are used to strengthen interaction between teaching and learning and to provide additional flexibility for students.

Practical teaching constitutes a core component of the programmes. It includes laboratory work, course design projects, basic engineering training, professional internships, and the graduation project. Practical activities are conducted both individually and in teams and are regulated by university-wide policies on practical teaching and internships. Assessment methods and standards for practical components are defined in advance and applied consistently to monitor students' performance and learning outcomes.

Laboratory experiments and project-based practical work are closely integrated with theoretical instruction. Through these activities, students apply theoretical knowledge in practical settings, develop engineering and problem-solving skills, and gain experience in teamwork and project organization. Extracurricular activities, such as student innovation projects and academic competitions, further complement the formal curriculum and provide additional opportunities for applied learning.

Teaching methods are subject to regular review. Instructors conduct course evaluations based on defined course objectives and use student feedback and performance data to adjust teaching content and methods. This continuous reflection supports the further development of teaching practices and helps ensure alignment between teaching methodology, course objectives, and programme learning outcomes.

Students report in the audit that they are satisfied with the different forms and methods of teaching. They confirm that the teaching methods are student-centred and that the teachers are very supportive when students have difficulties in learning the subject matter.

The expert group considers the teaching methods and tools to be appropriate for supporting students in achieving the intended learning outcomes of the programme of study. They conclude that these methods are well-adapted to the specific subject, culture, and study format. Furthermore, they confirm that the programmes incorporate a variety of teaching and learning methods and recognise the importance of providing students with the opportunity to apply their knowledge in a practical setting.

However, based on the documents, particularly the module descriptions, it is unclear to the experts where students learn academic working methods, for example in preparation for their graduate thesis. In the audit, the programme managers explain that students learn these methods throughout their studies. There are thus several integrated projects in which students are taught academic writing and working methods. While the experts are glad to hear this, they recommend making this information explicit in the documents.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 1:

The experts have taken note of the HEI's comments on the assessment as well as the updated and revised documents submitted, including the revised module descriptions and the table on the conversion from Chinese credits into ECTS. However, the experts conclude that these documents do not sufficiently address or resolve the issues previously identified. Therefore, the experts uphold their original assessment and maintain the respective requirements and recommendations.

Regarding the recommendation to change the name of the BA Logistics Management programme to Logistics Engineering and Management, the experts have carefully considered the university's response. The university explains that a formal change to the programme title would involve significant practical challenges, given that the current title has been officially approved by the Ministry of Education and is embedded in the institutional academic structure and student records. The university also points out that it could cause

confusion for current students and alumni, and could lead to complications for the existing double-degree cooperation agreement with the German partner institution.

At the same time, however, the university acknowledges the experts' concern that the current programme title does not fully reflect the engineering-oriented content of the curriculum. As an alternative measure, the university proposes to prominently feature the subtitle "Engineering-Oriented Programme" in official programme descriptions, marketing materials and on the programme website. Furthermore, the engineering-related components of the curriculum are to be highlighted more explicitly in programme descriptions.

The experts appreciate this constructive approach and consider it a reasonable way of addressing the raised concern. However, as the proposed measures have not yet been implemented and the recommendation remains valid, the experts have decided to maintain the recommendation and review the situation again in the context of the next accreditation procedure. Overall, the experts acknowledge that the university is moving in a positive direction with regard to this aspect.

Criterion predominantly fulfilled.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation

Evidence:

- Administrative Assessment Regulations
- Course Exam and Study Regulations
- Self-Assessment Report
- Module descriptions
- Samples Exams & Theses
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The examination system at Shanghai Dianji University is centrally regulated and implemented in accordance with the "Course Examination Management Measures at Shanghai Dianji University." These regulations define the principles for course assessment, examination formats, grading components, examination organization, and the handling of examination materials. In addition, the Kaiserslautern Kolleg für Intelligente Produktion (KKIP) has issued supplementary examination and study regulations to reflect the requirements

of the Sino-German cooperation and to ensure alignment with the academic framework of Hochschule Kaiserslautern.

Examinations are generally conducted during the final examination period at the end of each semester. Written examinations typically have a duration of 120 minutes. Examination dates and assessment formats are determined in advance and communicated to students via the teaching and learning management system at the beginning of the semester. Depending on the nature of the course, assessment methods include written examinations, course projects, practical assignments, and continuous assessment elements. Course projects and continuous assessments are organized by the responsible instructors, while the University and KKIP coordinate the organization and administration of formal examinations.

Students who are unable to attend an examination for justified reasons, such as illness, may apply for a deferred examination. Students who fail an examination are entitled to take a make-up examination, which is usually scheduled during the following semester. If a student fails both the regular and the make-up examination, the course must be retaken in accordance with university regulations.

During the audit, the experts note that the overall examination procedures are clearly regulated and consistently applied. However, they observe that the module descriptions do not always specify assessment forms in sufficient detail. In several cases, the descriptions use general terms such as “comprehensive examination” or “study result,” which do not clearly indicate the exact assessment methods used. The experts therefore require that the examination formats be defined more explicitly and consistently in the module descriptions.

Furthermore, the experts inquire in the audit about the establishment of compensation mechanisms and systematic support for students with disabilities or special needs, particularly in the context of examinations. The management team explains that they have different mechanisms in place, including comprehensive academic support and psychological counselling services. While welcoming this, the experts require these mechanisms to be formally defined for bindingness and transparency.

Students report being satisfied with the overall examination system in the audit. They confirm that they receive all the necessary information, such as examination dates and assessment criteria, at the start of the semester. When asked about the workload and difficulty of the examinations, students said that they were both appropriate and manageable.

Apart from the deficits mentioned previously, the experts agree that KKIP has a sound examination system in place. Having reviewed various examination samples, the experts

confirm that the formats used for the three programmes are adequate for evaluating their learning outcomes. The samples also demonstrate that they correspond to EQF level 6. Furthermore, the experts acknowledge the regular review of assessment forms and monitoring of the assessment system to ensure fairness and appropriateness.

Graduate Thesis

The graduation project & thesis is completed in the eighth semester. Its organization and implementation follow university-wide regulations on undergraduate graduation projects and are embedded within the institutional teaching quality assurance framework. Each student is assigned a faculty advisor who provides academic supervision throughout the entire process.

The graduation project is structured into three main stages: the project proposal, a mid-term evaluation, and the final thesis defense. During the proposal phase, which is scheduled for approximately four weeks, students and their advisors jointly define the thesis topic. Students are required to conduct a literature review and demonstrate a clear understanding of the project background, objectives, and research or application scope. The proposal is reviewed and formally approved to ensure that the topic, workload, and level of difficulty are appropriate for a Bachelor's degree.

Following approval of the proposal, students proceed with the main project work. A mid-term evaluation is conducted to assess progress and the quality of the work completed to date. The remaining project period extends until the final defense, allowing sufficient time for independent work, data collection, analysis, and thesis writing. The advisors provide guidance based on the individual needs of the students, ensuring appropriate academic support while fostering independent learning.

Upon completion of the graduation project, students are required to submit a written thesis. The thesis must be reviewed and approved by the supervising advisor and an appointed evaluator before the student is admitted to the final defense. The defense serves as the final assessment of the student's ability to present, justify, and reflect on their work in an academic context.

During the audit, the experts learn that a significant proportion of theses are conducted in cooperation with industry partners and therefore are also co-supervised by a representative of the respective company. Thesis topics are often derived from practical industrial problems, and the requirements are designed to allow effective collaboration with external partners while maintaining academic standards through university regulations and supervision.

The experts consider the procedure for the final thesis in the Bachelor's programmes to be well-founded and convincing. After reviewing samples of final theses, they conclude that these demonstrate the students' ability to work scientifically and independently on projects at EQF level 6. They also welcome the transparent thesis regulations, ensuring that the university provides suitable conditions for adequate supervision and grading on both the academic and industrial sides.

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

The experts appreciate the university's statement that it will implement guidelines for students with special needs. However, as these guidelines have not yet been implemented, the experts' assessment remains unchanged.

Criterion not fulfilled.

3. Resources

Criterion 3.1 Staff and Development

Evidence:

- Self-Assessment Report
- Staff Handbook per programme
- "Shanghai Dianji University Faculty and Staff Recruitment and Employment Management Measures"
- Cooperation Contract between SDJU and HSKL
- "Shanghai Dianji University Teaching Management Regulations"
- Discussions during the Audit

Preliminary assessment and analysis of the experts:

The three Bachelor's programmes at the KKIP are jointly delivered by teaching staff from SDJU and Hochschule Kaiserslautern (HSKL). According to the cooperation agreement, all German teaching staff involved in the programmes are formally delegated by HSKL. Furthermore, the agreement stipulates that at least one third of both the core courses and the total teaching hours at KKIP should be delivered by German teaching staff.

The cooperation agreement defines uniform quality requirements for all teaching staff engaged at KKIP, irrespective of academic affiliation and nationality. Teaching staff must possess appropriate academic and teaching qualifications and have at least two years of

teaching or training experience. Teaching outcomes are subject to joint evaluation by SDJU and HSKL. These requirements apply to theoretical courses, laboratory teaching, and practice-oriented modules.

Teaching performance is monitored through institutional evaluation mechanisms. According to audit discussions, teaching quality is linked to staff appraisal processes. In cases of insufficient performance, structured feedback is provided, and follow-up measures are implemented if improvement is not achieved.

In addition to academic staff, the cooperation agreement allows for the engagement of technical professionals from German companies located in the Shanghai Free Trade Zone and the Yangtze River Delta. These industry practitioners may contribute as practice-oriented lecturers, particularly in the areas of internships, graduation projects, and employability-related training.

The Electrical Engineering and Automation programme is currently taught by 22 SDJU faculty members, including one professor, ten associate professors and twelve lecturers. Of these, 17 hold doctoral degrees and five hold master's degrees. In addition, the programme is supported by a German language teaching team of six teachers. The SDJU teaching staff is also supported by six international professors, five of whom are from HSKL.

The Mechanical and Electronic Engineering programme is currently taught by 21 SDJU faculty members, including seven professors, nine associate professors and four lecturers. Twenty staff members hold doctoral degrees and one holds a master's degree. The programme is also supported by a team of six German language teachers and an international team of six professors, five of whom are from HSKL.

The Logistics Management programme is delivered by 20 SDJU faculty members, including three professors, ten associate professors and seven lecturers. Sixteen of the staff hold doctoral degrees and four hold master's degrees. As with the other programmes, German language teaching is provided by an additional six teachers. The programme is complemented by an international teaching team of ten professors, eight of whom are from HSKL.

Across all three programmes, the teacher–student ratio is approximately 1:1.7.

In the audit, the experts inquire how the teaching of the German teachers is organized. They learn that German lecturers typically visit SDJU one to two times per year and teach in block format for periods of approximately two to four weeks per visit. Moreover, each course taught by a German lecturer is accompanied by a Chinese co-teacher from SDJU. This arrangement supports students in cases of language-related difficulties and assists the visiting lecturers with organizational and technical matters. This co-teaching model applies to lectures as well as to laboratory and practice-oriented modules. In the audit, HSKL

teachers report that this system works well, largely thanks to the support of SDJU colleagues and co-teachers, who provide valuable on-site assistance with preparations and follow-up work for each teaching phase.

The experts value the current teaching system and the teaching team's efforts at HSKL to deliver joint teaching. They are glad to hear that this approach is working well in the three programmes and that teaching is running smoothly. However, they note that the documents do not clearly or transparently describe how the teaching of German lecturers is organized in terms of format, responsibilities, and implementation. It is also unclear which specific courses are taught by German teachers, since these are not marked as such in the module descriptions. There is also no clear information indicating that courses taught by German lecturers are co-taught by SDJU teachers. During the audit, the experts were given an additional document listing all technical courses in the three programmes, as well as the precise involvement of teachers in the courses, from both SDJU and HSKL. The experts appreciate this, as it clarifies the distribution of courses among SDJU and HSKL teachers. Nevertheless, the experts request that the organisation of teaching delivered by German teachers, the responsibilities involved, and the courses in which it is applied be made transparent across all documents. This should be clarified in particular in the module descriptions.

Furthermore, the experts ask the teachers involved in the audit about the distribution and adequacy of their workload. They learn that teaching typically accounts for around 30% of an academic workload, with a minimum requirement of approximately 380 teaching hours per year, including contact and preparation time. The biggest part of the workload is devoted to research activities (up to 70%), although the exact amount depends on the position and teaching load of the teacher in question. Additionally, depending on their position and responsibilities, some staff members undertake administrative and public service tasks. The teachers state that they are satisfied overall with the workload. They indicate that, especially at the beginning, the teaching workload can be high, but that it reduces over time and with experience, allowing sufficient time to be carved out for research.

The experts conclude that the composition, professional orientation and qualifications of the teaching staff are well suited to the successful delivery of the three Bachelor programmes. They also welcome the comprehensive system for monitoring teaching quality and the teaching recruitment requirements. They also acknowledge that the teachers' overall workload is adequate, providing sufficient time for research alongside teaching.

Staff Development

Staff development at SDJU is regulated by university-wide policies. All newly appointed teachers are required to participate in orientation and qualification training before being

granted teaching responsibilities. New faculty members are assigned senior mentors who support them in lesson planning, teaching methods, and academic development.

The university has implemented a structured career development plan for teaching staff, covering teaching, research, continuing education, and social practice. Faculty members are encouraged to pursue further academic qualifications while employed and to apply for teaching and research projects.

International exposure and professional development are promoted through secondment and overseas study opportunities. Each year, selected teachers are supported to study or conduct research abroad, including through national and municipal funding schemes. These measures aim to strengthen the development of teaching staff with both academic and practice-oriented profiles.

According to audit discussions, teaching staff are generally free to define their own research topics and collaborate in research groups, often in cooperation with industry partners. Research outcomes, industry feedback, and guest lectures are used to update course content. Regular meetings at faculty level provide opportunities to reflect on teaching and research activities and to share developments in industry and academia.

During the audit, the teachers confirm that the university's management actively supports the teaching staff by providing them with adequate conditions to carry out their teaching and research activities, and by furthering their professional and pedagogical development.

The experts acknowledge the supportive environment at SDJU and the mechanisms in place to foster the continuous improvement of its teaching staff. They also welcome the fact that teachers are actively involved in research activities and that research results are incorporated into teaching. The students confirm this positive impression, stating that they are very satisfied with the teaching staff.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- Discussions during the Audit

Preliminary assessment and analysis of the experts:
Shanghai Dianji University and the Kaiserslautern Kolleg für Intelligente Produktion (KKIP) provide various student support services to assist students throughout their studies. Student learning guidance is organized jointly at the university and college levels. At the university level, the Academic Affairs Office and the Teaching Quality Office are responsible for the management, coordination, and quality assurance of teaching and learning. Within

this framework, KKIP implements programme-specific academic guidance and student support measures.

At college level, a coordinated learning guidance system is in place, involving course instructors, academic advisors, counselors, and class advisors. The college teaching committee and the associate dean responsible for teaching oversee and supervise undergraduate academic guidance. Course instructors provide subject-specific academic support, while counselors and class advisors offer targeted guidance, particularly for first-year students and those requiring additional academic assistance.

Structured orientation activities are organized for newly enrolled students at the beginning of their studies. These activities introduce students to the university and college, the academic structure of the programmes, curriculum requirements, study regulations, and learning expectations. Professional orientation sessions conducted by department leadership, academic staff, and industry experts familiarize students with the disciplinary focus, curriculum structure, and professional development opportunities, supporting students in planning their academic pathways.

Academic guidance continues throughout the study programme. University-wide and college-level course selection guidance is provided each semester to ensure that students are well informed about course structures, learning objectives, and administrative procedures. In accordance with university regulations, teaching staff offer regular office hours and evening study guidance sessions, which are announced at the beginning of each semester. These arrangements ensure that students have reliable access to academic support and consultation outside scheduled teaching hours.

A structured support mechanism is in place for students identified as being at risk of academic underperformance. Course instructors, academic advisors, and counselors provide coordinated and targeted assistance, including guidance on study methods and monitoring of academic progress. This system aims to support students in overcoming academic difficulties and continuing their studies successfully.

In addition to academic guidance, KKIP actively supports students' participation in scientific and technological innovation activities. Innovation laboratories, training teams, and faculty-led guidance are provided, and students are encouraged to take part in competitions, research projects, and extracurricular academic activities.

The experts consider that there are sufficient resources to provide individual guidance, counselling and support to all students. The support system helps students adapt to university life, achieve the intended learning outcomes, complete their studies successfully

and transition to working life. Students report being well informed about and satisfied with the services available to them.

Criterion 3.3 Funds and equipment

Evidence:

- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the experts:
As a public university, Shanghai Dianji University finances its educational activities through several main sources, including local government appropriations, tuition fees, research grants, and donations. Financial management follows a centralized public budgeting system in which all income is first transferred to the public treasury and later allocated to the university through the approved annual budget. The use of funds is subject to regular audits by provincial and municipal authorities. Each year, dedicated funding is allocated to support the operation of the programmes, including teaching activities, laboratory operation, curriculum development, student internships, and innovation projects. SDJU provides detailed income and expenditure figures for each programme. The experts conclude that the available financial resources are sufficient to ensure the programmes' stable operation and continuous development.

Teaching activities are supported by a range of classrooms and teaching facilities at both the university and college levels. The Lingang campus provides multimedia-equipped classrooms, computer rooms, a central library, and specialized teaching spaces that are used by undergraduate students. The KKIP has its own classrooms, smart teaching rooms, an electronic reading room, and a small library with German-language teaching materials.

Teaching in the Electrical Engineering and Automation programme is primarily supported by the Electrical Engineering Laboratory Centre, which comprises 37 basic and 37 specialised laboratories. Additional facilities are provided by the Industrial Technology Centre and the Physics Experiment Teaching Centre. The laboratories of the Electrical Engineering Laboratory Centre are used for experiments and practical training in electrical circuits, electronics, automation, control systems, sensing and industrial communication. Additional laboratories, such as the Siemens Mechatronics Laboratory and the LN Innovation Laboratory, are used for specific courses and project-based learning.

The practical teaching facilities in the Mechanical and Electronic Engineering programme are mainly located in the Mechanical Experiment Centre, which consists of one basic laboratory and six specialised laboratories. These laboratories are used for course experiments,

integrated practical courses, comprehensive laboratory training and graduation projects. They provide equipment for mechanical design, manufacturing, mechatronics, automation, robotics and control systems, and are used throughout the curriculum for teaching and student project work.

The Logistics Management programme primarily makes use of the Economic and Management Experimental Teaching Centre and the Industrial Technology Centre. The latter consists of four teaching platforms, twelve teaching laboratories and training rooms, and serves as an engineering practice base for students. The Economic and Management Experimental Teaching Centre comprises 11 primary and 16 secondary laboratories. Teaching activities include laboratory work and simulations related to logistics systems, supply chain management, production planning and operations management. Software-based laboratories and selected industrial training facilities support practical teaching and student projects.

In addition to programme-specific laboratories, all three programmes use shared facilities at the KKIIP, including the Industry 4.0 Laboratory, the Innovation Laboratory, the Mechatronics Virtual Simulation Laboratory, and the Industrial Big Data Laboratory. These laboratories are used for interdisciplinary courses, project work, and selected experiments related to digital manufacturing, automation, data analysis, and simulation. All laboratory equipment is managed through established procedures for use, maintenance, and updating.

The three programmes also make use of off-campus practical teaching bases established in cooperation with industrial partners. These bases are used mainly for internships, practical training phases, and selected graduation projects.

Teaching and learning are further supported by information technology infrastructure and library resources. Students and staff have access to campus networks, computer rooms, and discipline-related software. The university library provides printed and electronic books, journals, and databases relevant to the programmes, as well as study spaces and information retrieval facilities.

During the audit, both students and teachers express satisfaction with the university's facilities and equipment. Students report that all the necessary resources are available, including software licences. Teachers also confirm that sufficient equipment and funding are available for teaching and research purposes.

During the audit visit, the experts tour the campus facilities and laboratories. They conclude that the infrastructure and technical equipment in the laboratories are adequate for delivering the programmes and achieving the intended learning outcomes of the three

programmes. However, they note one discrepancy: one laboratory, although identical, has different titles in the two programmes. In Electrical Engineering and Automation, it is called the SIEMENS Mechatronic Lab, whereas in Mechanical and Electronic Engineering, it is called the Mechatronics Engineering Lab. The teaching staff confirm that it is indeed the same laboratory, but with different titles. To avoid confusion, the experts recommend titling the lab consistently in both programmes.

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

As the HEI has not provided a comment on this section, the experts' assessment remains unchanged.

Criterion fulfilled.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

- Self-Assessment Report
- Module descriptions
- Websites of the study programmes

Preliminary assessment and analysis of the experts:

The experts reviewed the module descriptions of the three programmes and confirm that, in principle, the module handbooks provide information across all standard categories. These include module titles, responsible teachers, credits and workload, intended learning outcomes, content, teaching forms, prerequisites, recommended literature, and assessment methods. However, during the document review and audit discussions, the experts identified a number of discrepancies, omissions, and inconsistencies that affect the clarity and reliability of the module documentation. They also note that the level of detail and accuracy varies considerably between modules.

In particular, information on modules taught by German teaching staff from Hochschule Kaiserslautern is often incomplete or missing. Given the specific characteristics of these modules, the experts consider it necessary that the module descriptions explicitly indicate:

- the involvement of German lecturers as instructors,
- the co-teaching arrangements with SDJU faculty members,

- the block-teaching format used for these modules, and
- the language of instruction, which is German for courses taught by HSKL staff.

At present, these elements are not documented consistently, resulting in a lack of transparency regarding the organization and delivery of these courses.

Furthermore, the experts note that information on workload and credits is not presented in a clear and consistent manner. In many module descriptions, workload is listed only in segmented form (e.g. lecture hours, practical hours, self-study), without clearly stating the total workload per module. The experts therefore require that module descriptions include a clear and explicit statement of the total workload in hours, in line with the defined ECTS conversion framework.

Particular discrepancies were identified in relation to internships. In the module descriptions, internships are in some cases assigned 15 ECTS credits while the indicated workload amounts to only 300 hours, rather than the expected 450 hours. In other documents, the workload is presented correctly. The experts therefore require that the workload and credit allocation for internships be systematically verified and corrected and that consistent information be provided across all relevant documents, including the module descriptions.

Regarding the internships, the experts also note that the module descriptions for both the Professional and Graduate Internships are either incomplete or missing entirely, depending on the programme. They therefore require complete module descriptions to be provided for the internships.

The experts further note that assessment methods are not always described with sufficient clarity. In several module descriptions, generic terms such as “comprehensive examination” or “study result” are used without specifying the concrete form of assessment. The experts require that assessment formats be defined more explicitly and consistently in all module descriptions. This includes clear identification of examination types and, where applicable, the weighting of different assessment components.

Finally, the experts observe inconsistencies between the content described in some module descriptions, the actual teaching focus, and the information published on the university website. To ensure accuracy and transparency, the content of all module descriptions must be uniformly reviewed and revised to align with actual teaching practice and official information.

In conclusion, while a formal framework for module descriptions is in place, the experts conclude that a comprehensive revision is required to ensure transparency, accuracy, and internal consistency of the module documentation across the three programmes.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Exemplary diploma and graduation certificates per study programme
- Exemplary Transcript of Records per study programme

Preliminary assessment and analysis of the experts:
As previously mentioned, students have the opportunity to receive a degree from SDJU, or a double degree from both SDJU and HSKL. To achieve the SDJU degree, students must complete the curriculum requirements within the specified number of years of study, earn the required total number of credit points, and fulfil the requirements for the final certificate and academic degree as stipulated in the university regulations. Students who have also achieved German language skills at level B2 or above, studied at HSKL for one year and earned the required credit points will also receive an academic degree from HSKL. Following the successful ASIIN accreditation, a diploma from HSKL no longer requires a period of study at HSKL. However, for the HSKL academic degree, German language skills of at least level B2 remain required. Students who do not receive the HSKL bachelor's degree will instead receive a KKIP certificate of participation (signed and sealed by both institutions) to serve as valid proof of their studies at KKIP.

The experts confirm that students on the three programmes will receive a diploma and a graduation certificate upon graduation. The graduation certificate verifies that students have attended and passed all courses, while the diploma certificate confirms that they have achieved all the requirements for the respective Bachelor's degree. Each student is also provided with a Transcript of Records, which lists the credits and grades acquired for each module, as well as the final grade.

However, the experts note that the university does not provide a Diploma Supplement sample from either Shanghai Dianji University or the Hochschule Kaiserslautern. They learn that SDJU does not provide Diploma Supplements, as is the case for the majority of universities in China. However, students receiving a degree from HSKL certainly receive a Diploma Supplement. While the experts are glad to hear that students do receive a Diploma Supplement from HSKL, they also require SDJU to provide their graduates with an English Diploma Supplement in line with the ASIIN criteria. Furthermore, they request a sample Diploma Supplement for each of the three programmes issued by HSKL, and once established, by SDJU too.

Criterion 4.3 Relevant Rules

Evidence:

- Self-Assessment Report
- All relevant regulations as published on the university's webpage
- Audit Discussions

Preliminary assessment and analysis of the experts:

The experts confirm that the rights and obligations of both SDJU and the students are clearly defined and binding. Rules and regulations are published on the university's website and students receive course materials at the beginning of each semester. Furthermore, course related documents such as the module descriptions are published on the learning portals. In addition, all relevant information about the programmes is available on the programme homepages.

However, as mentioned before, the experts require that the compensation mechanisms and support opportunities for students with special needs are formally defined and subsequently published online.

Furthermore, the experts note that the German KKIP website seems outdated and contains minimal information. While acknowledging that KKIP students primarily come from China and that the Chinese website is therefore essential, they still recommend updating the website to ensure transparency for all parties.

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

The experts have taken note of the HEI's comments and revised the documents accordingly. However, these do not adequately address the issues outlined above. Furthermore, the experts note that the university has not addressed all the issues raised, such as the need for a revised Diploma Supplement. For this reason, the final assessment of the experts remains unchanged.

Criterion partly fulfilled.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Survey Samples + aggregated results
- Outline of Teaching Quality Assurance System of Shanghai Dianji University
- Implementation Plans on Teaching Quality Assurance System per Institute
- Discussions during audit

Preliminary assessment and analysis of the experts:
Shanghai Dianji University has established a structured quality management system that is coordinated by the Academic Affairs Office. Within this framework, quality assurance at programme level is organized around defined mechanisms for quality assurance, supervision, information collection and analysis, and continuous improvement. According to the self-assessment report, the system is designed to ensure the consistent implementation of teaching standards and the achievement of the intended learning outcomes of the study programmes.

Internal quality assurance is based on systematic monitoring and evaluation of teaching and learning processes throughout each semester. Teaching activities are reviewed at the beginning, mid-term, and end of each semester, covering teaching organization, course implementation, examination materials, assessment results, and related documentation. Student achievement data and grade distributions are analysed each semester to identify trends and areas for further development, and feedback is provided to teaching staff to support continuous improvement of teaching quality.

Teaching supervision is implemented at both university and college levels. Designated teaching supervisors regularly observe classes and evaluate teaching attitude, content, methods, and learning outcomes, as well as student engagement and feedback. Evaluation results are documented, analysed, and communicated to the responsible departments and instructors, providing a basis for targeted follow-up measures.

Student evaluation of teaching quality constitutes an essential component of the internal quality assurance system. Students are required to complete course and teaching evaluations each semester, and the collected feedback is systematically analysed. The results are used to omplement improvements in teaching content and methods and are also linked to

faculty performance evaluation processes. In addition, students and staff may submit feedback directly to the faculty staff and the Academic Affairs Office.

External quality assurance is supported through structured engagement with enterprises, partner institutions, and other external stakeholders. Feedback from employers and alumni as well as tracer studies are used to assess the relevance and effectiveness of teaching and curriculum design in relation to professional requirements. SDJU also considers external benchmarks, including reference indicators from higher education evaluations and rankings, to inform curriculum review and teaching improvement processes.

The audit reveals that students are satisfied with the quality assurance system at SDJU. They confirm that surveys are carried out every semester and that improvements are being made based on their feedback. However, they inform the experts that the survey results are not systematically provided to students. Currently, meetings are held between the student representatives and the head of faculty to discuss the survey results and intended measures. Nevertheless, these results do not reach the general student body. While the experts acknowledge that some information is shared with students, they emphasise the importance of ensuring that all students have access to the survey results. Therefore, they request that the procedure be revised to ensure that all students are informed of the results, thus closing the feedback loop entirely.

In conclusion, the experts find that SDJU has an effective quality management system in place, ensuring regular reviews of all programmes and consideration of feedback from all relevant stakeholders. They confirm that the existing mechanisms effectively ensure that programme quality is upheld and continuously improved. Yet, it must be ensured that all students are informed about the survey results, and the process of retrieving and utilising alumni feedback must be clarified.

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

Since the HEI does not comment on the missing systematic feedback loop, the experts stand by their assessment as outlined above.

Criterion not fulfilled.

E Additional Documents

Before preparing their final assessment, the panel asks 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. Sample development plan for the teaching staff
2. Sample of alumni survey + results
3. Sample of student /teaching survey
4. Results & analysis of the (student) workload evaluation
5. Conversion from Chinese credits into ECTS
6. Clarification in which modules students learn scientific methods

F Comment of the Higher Education Institution (26.02.2026)

The following quotes the comment of the institution:

“We would like to express our sincere appreciation to the ASIIN expert panel for their thorough evaluation and constructive feedback on our Bachelor programmes in Mechanical and Electronic Engineering, Electrical Engineering and Automation, and Logistics Management. We have carefully reviewed the preliminary report and are pleased to note the experts' recognition of our programmes' strengths. Regarding the areas for improvement identified, we provide the following detailed responses and corrective measures:

1. Unification of module descriptions, syllabi, teaching content, and website information

We acknowledge the inconsistencies identified among these documents. This has been completed. The revised and unified documents for all three programmes were submitted to ASIIN on 09.12.2025. We have established a centralised review mechanism to ensure ongoing consistency across all programme documentation.

2. Programme title optimisation for Logistics Management

After careful consideration, we find that renaming the programme presents significant practical challenges due to: (a) the programme title being formally approved by the Ministry of Education and embedded in our academic structure and student records; (b) potential confusion for current students and alumni regarding their degree certificates; and (c) complications in our double-degree cooperation agreement with our German partner institution.

However, we fully recognise the experts' concern that the current title does not adequately reflect the engineering-oriented curriculum. As an alternative, we will prominently feature the subtitle 'Engineering-Oriented Programme' in all official programme descriptions, marketing materials, and the website. We will also explicitly highlight the engineering-focused course components (intelligent manufacturing systems, automation technology, industrial engineering) in the programme introduction to ensure accurate communication of the curriculum nature to prospective students and stakeholders.

3. Written policies on examination support and teaching evaluation transparency

We acknowledge the importance of formalising policies in these areas. We will follow the Regulations on Education for Persons with special needs (promulgated by State Council

Order No. 674 on 1 February 2017) as well as the implementing guidelines issued by the Ministry of Education and Shanghai Municipal authorities. We will ensure appropriate mechanisms are established to enhance transparency in teaching evaluation processes.

We remain committed to continuous quality enhancement and believe these improvements will further strengthen the transparency, international alignment, and educational excellence of our programmes. We look forward to the final accreditation decision by the ASIIN Accreditation Commission."

G Summary: Expert recommendations (02.03.2026)

Taking into account the additional information and the comments given by Shanghai Dianji University the peers summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN Seal	Accredited by German Engineers	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Mechanical and Electronic Engineering	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	30.09.2031
Ba Electrical Engineering and Automation	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	30.09.2031
Ba Logistics Management	With requirements for one year	With requirements for one year	30.09.2031	/	/

Requirements

For all degree programmes

A 1. (ASIIN 1.1) Ensure that the objectives and learning outcomes of the programme are bindingly anchored in an official document.

A 2. (ASIIN 2, 4.3) Make sure that the regulations on compensation mechanisms and support for students with special needs are formally defined.

A 3. (ASIIN 4.1) Revise the module descriptions so that they align with the curricula and the content actually taught, as well as the information on the website. Ensure they correctly inform about the modules' content, language of instruction, assessment form, ECTS credits, teacher, person responsible for the module, and teaching format.

A 4. (ASIIN 1.5, 4.1) Verify the workload and credits awarded for the internships and create module descriptions for them.

A 5. (ASIIN 4.2) Provide graduates with a Diploma Supplement that is in line with ASIIN criteria.

A 6. (ASIIN 5) Ensure that all students are informed about the survey results.

Recommendations

For all degree programmes

E 1. (ASIIN 1.3) It is recommended that the students' soft skills are strengthened.

E 2. (ASIIN 1.3) It is recommended that cooperation between universities and industry is enhanced, and that technology and know-how are transferred from businesses to study programmes.

E 3. (ASIIN 1.6) It is recommended that it is made clear in which modules students learn scientific methods.

E 4. (ASIIN 4.3) It is recommended to update the German version of the KKIP website.

For Ba Mechanical and Electronic Engineering and Ba Electrical Engineering and Automation

E 5. (ASIIN 3.3) It is recommended that the Siemens Mechatronic Lab and the Mechatronics Engineering Lab be given consistent names in both degree programs.

For Ba Logistics Management

E 6. (ASIIN 1.2) It is recommended that the name of the degree programme be changed from Logistics Management to Logistics Engineering and Management.

E 7. (ASIIN 1.3) It is recommended that the programme's structure is optimised by organising its content into two specializations: one in engineering and one in management.

E 8. (ASIIN 1.2, 4.3) It is recommended that clear and transparent information about the programme's actual focus and structure is provided to people interested in the study programmes.

H Comment of the Technical Committees (10.03.2026)

Technical Committee 01 – Mechanical Engineering/Process Engineering (05.03.2026)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the procedure and adopts the experts' assessment without changes.

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

The Technical Committee deems that the intended learning outcomes of the degree programmes do comply with the engineering specific parts of Subject-Specific Criteria of the Technical Committee 01 – Mechanical Engineering/Process Engineering.

The Technical Committee 01 – Mechanical Engineering/Process Engineering recommends the award of the seals as follows:

Degree Programme	**ASIIN Seal**	**Accredited by German Engineers**	**Maximum duration of accreditation**	**Subject-specific label**	**Maximum duration of accreditation**
Ba Mechanical and Electronic Engineering	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	30.09.2031
Ba Electrical Engineering and Automation	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	30.09.2031

Technical Committee 02 – Electrical Engineering/Information Technology (10.03.2026)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the procedure and adopts the experts' assessment without changes.

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

The Technical Committee deems that the intended learning outcomes of the degree programmes do comply with the engineering specific parts of Subject-Specific Criteria of the Technical Committee 02 – Electrical Engineering/Information Technology.

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

Degree Programme	ASIIN Seal	Accredited by German Engineers	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Mechanical and Electronic Engineering	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	30.09.2031
Ba Electrical Engineering and Automation	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	30.09.2031

Technical Committee 06 – Engineering and Management, Economics (27.02.2026)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the procedure and adopts the experts' assessment without changes.

The Technical Committee 06 – Engineering and Management, Economics recommends the award of the seals as follows:

Degree Programme	**ASIIN Seal**	**Accredited by German Engineers**	**Maximum duration of accreditation**	**Subject-specific label**	**Maximum duration of accreditation**
Ba Logistics Management	With requirements for one year	With requirements for one year	30.09.2031	/	/

I Decision of the Accreditation Commission (27.03.2026)

Assessment and analysis for the award of the ASIIN seal:

The commission discusses the procedure and largely follows the experts' vote. However, they suggest using the standard formulation for requirement A2 and removing the term “ECTS” from requirement A4, since the ASIIN criteria require a workload-based system, but not necessarily ECTS information in the module descriptions.

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

The Accreditation Commission deems that the intended learning outcomes of the degree programmes do comply with the engineering specific parts of Subject-Specific Criteria of the Technical Committees 1 and 2.

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 Mechanical and Electronic Engineering	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	30.09.2031
Ba Electrical Engineering and Automation	With requirements for one year	With requirements for one year	30.09.2031	EUR-ACE®	30.09.2031
Ba Logistics Management	With requirements for one year	With requirements for one year	30.09.2031	/	/

* Subject to the approval of the ENAEE Administrative Council

Requirements

For all degree programmes

A 1. (ASIIN 1.1) Ensure that the objectives and learning outcomes of the programme are bindingly anchored in an official document.

A 2. (ASIIN 2, 4.3) Establish formal and transparent regulations defining compensation mechanisms for students with special needs.

A 3. (ASIIN 4.1) Revise the module descriptions so that they align with the curricula and the content actually taught, as well as the information on the website. Ensure they correctly inform about the modules' content, language of instruction, assessment form, credits, teacher, person responsible for the module, and teaching format.

A 4. (ASIIN 1.5, 4.1) Verify the workload and credits awarded for the internships and create module descriptions for them.

A 5. (ASIIN 4.2) Provide graduates with a Diploma Supplement that is in line with ASIIN criteria.

A 6. (ASIIN 5) Ensure that all students are informed about the survey results.

Recommendations

For all degree programmes

E 1. (ASIIN 1.3) It is recommended that the students' soft skills are strengthened.

E 2. (ASIIN 1.3) It is recommended that cooperation between universities and industry is enhanced, and that technology and know-how are transferred from businesses to study programmes.

E 3. (ASIIN 1.6) It is recommended that it is made clear in which modules students learn scientific methods.

E 4. (ASIIN 4.3) It is recommended to update the German version of the KKIP website.

For Ba Mechanical and Electronic Engineering and Ba Electrical Engineering and Automation

E 5. (ASIIN 3.3) It is recommended that the Siemens Mechatronic Lab and the Mechatronics Engineering Lab be given consistent names in both degree programs.

For Ba Logistics Management

E 6. (ASIIN 1.2) It is recommended that the name of the degree programme be changed from Logistics Management to Logistics Engineering and Management.

E 7. (ASIIN 1.3) It is recommended that the programme's structure is optimised by organising its content into two specializations: one in engineering and one in management.

E 8. (ASIIN 1.2, 4.3) It is recommended that clear and transparent information about the programme's actual focus and structure is provided to people interested in the study programmes.

Appendix: Programme Learning Outcomes and Curricula

According to website, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor degree programme Electrical Engineering and Automation:

“Programme Objectives:

Adhering to the school's strategy of "technology-based and application-oriented", the program serves the needs of Shanghai and the Yangtze River Delta region's economic construction, cultivates builders and successors of the socialist with socialist core values. The graduates will be with all-round development of morality, intelligence, physical fitness, aesthetics and labor, a solid foundation in German language and good humanistic qualities, and professional and technical abilities in the areas of design, development and debugging of electrical automation systems. They will be able to design, develop and debug electrical automation systems and have the professional and technical ability to engage in the design and development of electrical engineering, system operation and maintenance, project management and technical services in the field of intelligent manufacturing.

Intended Learning Outcomes

1. Engineering knowledge: Ability to apply mathematics, natural sciences, engineering fundamentals and expertise to solving complex electrical engineering problems.

2. Problem Analysis: Be able to apply the basic principles of mathematics, natural sciences and engineering sciences to identify, express, and analyze complex electrical engineering problems through literature research to obtain valid conclusions.

3. Design/develop solutions: be able to design solutions to complex electrical engineering problems, design systems, units (components) or technological processes that meet specific needs, and be able to reflect innovation in the design process, considering society, health, and safety , legal, cultural and environmental factors.

4. Research: Be able to conduct research on complex electrical engineering problems based on scientific principles and using scientific methods, including designing experiments, analyzing and interpreting data, and obtaining reasonable and effective conclusions through information synthesis.

5. Use of modern tools: be able to develop, select and use appropriate techniques, resources, modern engineering tools and information technology tools for complex electrical engineering problems, including prediction and simulation of complex engineering problems, and be able to understand their limitations.

6. Engineering and Society: Be able to conduct rational analysis based on background knowledge ofelectrical engineering, evaluate the impact of professional engineering practice and solutions to complex electrical engineering problems on society, health, safety, law and culture, and understand responsibilities.

7. Environment and Sustainability: Be able to understand and evaluate the impact of engineering practice on complex electrical engineering issues on environmental and social sustainability.

8. Professional norms: with humanities and social science literacy and a sense of social responsibility, able to understand and abide by engineering professional ethics and norms in electrical engineering practice, and fulfill responsibilities.

9. Individuals and teams: Ability to act as individuals, team members and leaders in teams in a multidisciplinary context.

10. Communication: Be able to effectively communicate and communicate with industry peers

and the public on complex electrical engineering issues, including writing reports and design manuscripts, making presentations, expressing clearly or responding to instructions. And have a certain international perspective, able to communicate and exchange in a cross-cultural context.

11. Project Management: Understand and master electrical engineering management principles and economic decision-making methods,and apply them in a multidisciplinary environment.

12. Lifelong learning: Have the awareness of self-directed learning and lifelong learning, and have the ability to continuously learn and adapt to development.”

The following **curriculum** is presented:

Semester	Module	Type	CP	Hours
1	Engineering Mathematics 1	L	6	96
	Physics	L	4	64
	Professional Introduction	L&P	1	16
	German 1	L	9	288
	ICT Fundamentals	L&P	2	32
	Morality and Law	L&P	3	48
	Military Theory and Training	L&P	4	64
	Physical Education (1)	P	1	32
2	Engineering Mathematics 2	L	6	96
	Physics-Labor	P	2	32
	Fundamentals of Software Development 1	L	3	48
	Fundamentals of Software Development 1-Labor	P	2	32
	Fundamentals of Electrical Engineering 1	L	4	64
	German 2	L	9	288
	Chinese History	L	4	64
	Physical Education (2)	P	1	32
3	Engineering Mathematics 3	L	2	32
	Engineering Mechanics	L	4	64
	Fundamentals of Software Development 2	L	1	16
	Fundamentals of Software Development 2-Labor	P	2	32
	Fundamentals of Electrical Engineering 2	L	4	64
	Fundamentals of Electrical Engineering3	L	4	64
	German 3	L	6	192
	Socialist Theory	L	5	80
	Labor Education	L&P	2	32
	Physical Education (3)	P	1	32
4	Fundamentals of Electrical Engineering 1+2-Labor	P	2	32
	Fundamentals of Electrical Engineering 4	L	3	48
	Electrical Measurement Technique	L	3	48
	Electrical Measurement Technique-Labor	P	1	16
	German 4	L	6	192
	Signal and System 1	L	3	48
	Computer Architecture and Microprocessors	L	3	48
	Computer Architecture and Microprocessors-Labor	P	1	16
	Fundamentals of Engineering Simulation	L	2	32
	Fundamentals of Engineering Simulation-Labor	P	1	16
	Principle of Marxism	L	3	48
	Physical Education (4)	P	1	32
5	Electronics and EMV	L	4	64
	Electronics-Labor	P	1	16

Semester	Module	Type	CP	Hours
	Signal and System 2	L	3	48
	Computer Network	L	2	32
	Algorithms 1	L	2	32
	Automation technology 1	L	4	64
	Actuators and Sensors	L/P	3	48
	Electric Machinery 1	L	4	64
	Electric Machinery 1-Labor	P	1	16
	Innovation & Entrepreneurship	L&P	3	48
	Aesthetic Courses	L	2	32
6	Digital System and IOT	L	4	64
	Digital System and IOT-Labor	P	1	16
	Automation technology -Labor	P	2	32
	Industrial Communication Technology & Industry 4.0	L	3	48
	Power Electronic Technology	L	4	64
	Power Electronic Technology-Labor	P	1	16
	Automatic Control Technology1	L	4	64
	Engineering project management and communication	L	2	32
	Global Vision	L	2	32
	Psychology and Health Care	L	2	32
	Quality Expansion	P	1	32
	Basic Training in Engineering	P	2	2W
7	Cyber Security	L	2	32
	Automatic Control Technology2	L	3	48
	Automatic Control Technology1-Labor	P	1	16
	Drive Technology	L/P	3	48
	Electrical Systems Engineering	L/P	2	32
	Switch Mode Power Supply	L&P	3	48
	Fundamentals of Power System	L&P	3	48
	DSP	L&P	3	48
	Electrical Engineering Project	P	3	3W
	Professional Internship	P	15	10W
8	Graduation Internship	P	15	10W
	Graduation Design and Thesis	P	15	15W

(Note: CP-Credit Point, S-Semester, L-Lecture, P-Practice, W-Week)

According to website, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor degree programme Mechanical and Electronic Engineering:

“Programme Objectives:

Following the university’s educational strategy of "Technological Foundation and Application-Oriented," and serving the economic development needs of Shanghai and the Yangtze River Delta region, the program aims to cultivate socialist successors and builders who possess core socialist values and are comprehensively developed in terms of morality, intelligence, physical fitness, aesthetics, and labor. Graduates will have a solid foundation in German and good cultural literacy. They will possess professional technical skills in areas such as mechatronic system design, development, and system integration, and will be capable of working in intelligent manufacturing fields, including mechatronic product design and development, mechatronic system control integration, project management, and technical services. The program seeks to produce internationally competitive, higher-level technical application talents.

Intended Learning Outcomes

1 Knowledge and Understanding

1.1 Acquire extensive technical knowledge in engineering, mathematics, and natural sciences, enabling graduates to understand and analyze complex problems in the field of mechanical and electronic engineering, and to carry out relevant responsibilities in their professional work in a rigorous and standardized manner.

1.2 Understand the multidisciplinary background of engineering science.

2 Engineering Analysis

2.1 Based on the basic principles of mechanical and electronic engineering, identify, formulate, and solve specific problems.

2.2 Analyze and evaluate the products, processes, and methods used based on scientific facts.

2.3 Select and apply appropriate analysis, modeling, simulation, and optimization methods.

3 Engineering Design

3.1 Design systems, units (components), or processes related to mechanical and electronic engineering according to specific requirements.

3.2 Understand and apply relevant design methods in real-world work.

4 Investigation and Evaluation

4.1 Select and use appropriate technologies, resources, modern engineering tools, and information technology tools for specific mechanical and electronic engineering problems.

4.2 Design experimental schemes, build experimental systems, conduct experiments, interpret and analyze experimental data, and draw appropriate conclusions based on scientific principles.

5 Engineering Practice

5.1 Transfer new discoveries from engineering and natural sciences to industrial and commercial production, taking into account economic, ecological, and safety requirements as well as sustainability and environmental compatibility.

5.2 Plan, control, and monitor processes, and develop and operate systems and equipment.

5.3 Consolidate acquired knowledge independently.

5.4 Recognize the impact of non-technical factors on engineering activities.

6 Transferable Skills

6.1 Effectively operate as an individual and as a team member, including coordinating teams in relevant situations.

6.2 Communicate effectively with the engineering community and society using a variety of methods.

6.3 Demonstrate awareness of health, safety, and legal issues, as well as the responsibilities of engineering practice, the impact of engineering solutions in a societal and environmental context, and a commitment to professional ethics, responsibility, and standards in engineering practice.

6.4 Demonstrate an understanding of project management and business practices, such as risk and change management, and be aware of their limitations.

6.5 Recognize the need for and have the ability to engage in independent lifelong learning.

6.6 Work and communicate in national and international contexts.”

The following **curriculum** is presented:

Semester	Module	Type	CP	Hours
1	Engineering Mathematics 1	L	6	96
	German 1	L	9	288
	ICT Fundamentals	L&P	2	32
	Physics	L	4	64
	Professional Introduction	L&P	1	16
	Military Theory and Training	L&P	4	64
	Physical Education (1)	P	1	32
	Morality and Law	L&P	3	48
2	Engineering Mathematics 2	L	6	96
	Physics-Labor	P	2	32
	Materials Science	L	4	64
	German 2	L	9	288
	Fundamentals of Electrical Engineering 1	L	4	32
	Chinese History	L	4	64
	Physical Education (2)	P	1	32
3	German 3	L	6	192
	Engineering Mathematics 3	L	2	32
	Materials Science-Labor	P	1	16
	Programming, Data Structures and Algorithms	L	3	48
	Programming, Data Structures and Algorithms-Labor	P	1	16
	Engineering Mechanics	L	4	64
	Fundamentals of Electrical Engineering 2	L	4	64
	Socialist Theory	L	5	80
	Labor Education	L&P	2	32
	Physical Education (3)	P	1	32

Semester	Module	Type	CP	Hours
4	Physical Education (4)	P	1	32
	German 4	L	6	192
	Signal and System 1	L	3	48
	Fundamentals of Electrical Engineering 1+2-Labor	P	2	64
	Dynamics	L	2	32
	Mechanical Drawing & Standards	L	2	32
	Mechanical drawing & Surveying	P	1	20
	Fundamentals of CAD	L&P	3	48
	Computer Architecture and Microprocessors	L	3	48
	Computer Architecture and Microprocessors-Labor	P	1	16
	Fundamentals of Engineering Simulation	L	2	32
	Fundamentals of Engineering Simulation-Labor	P	1	16
	Principle of Marxism	L	3	48
	Electronic Technology and Electromagnetic Compatibility	L	2	64
	Electronic Technology-Labor	P		16
	Innovation & Entrepreneurship	L&P		32
5	Mechanical Engineering Automatic Control Technology 1	L	3	48
	Fundamentals of object-oriented software development	L	4	64
	Fundamentals of object-oriented software development-Labor	P	2	32
	Mechanical Engineering Automatic Control Technology 1-Labor	P	1	16
	Engineering Thermodynamics	L	2	32
	Engineering Fluid Mechanics	L		32
	Electrical Engineering	L		64
	Electrical Engineering-Labor	P		16
	Automation technology 1	L	4	64

Semester	Module	Type	CP	Hours
	Development of Model Based Mechatronics Integration System	L	2	32
	Development of Model Based Mechatronics Integration System-Labor	P	1	16
	Electromechanical Transmission Control	L	3	48
	Electromechanical Transmission Control-Labor	P	1	20
	Robotics 1	L	2	32
	Robotics 1-Labor	P	1	16
	Testing Technology of Mechanical Engineering	L	2	32
	Testing Technology of Mechanical Engineering-Labor	P	1	16
6	Mechatronics Integration System	L	2	32
	Mechatronics Integration System-Labor	P	1	16
	Fundamentals of Mechanical Design	L	4	64
	Hydraulic & Pneumatic Transmission	L	2	32
	Global Vision	L	2	32
	Aesthetic Courses	L	2	32
	Psychology and Health Care	L	2	32
	Quality Expansion	P	2	32
	Engineering project management and communication	L	2	32
	Engineering Enterprise Economics	L	3	48
	Team Work	P	2	32
	Mechanical Manufacturing Technology	L		32
	Power Electronic Technology	L		64
	Power Electronic Technology-Labor	P		16
	Industrial Communication Technology & Industry 4.0	L		32
	Automation Technology-Labor	P		16
	Course Design of Mechanical Design Fundamentals	P	2	2W
	Basic Training in Engineering	P	2	2W
	Course Design of Mechatronics Integration	P	2	2W

Semester	Module	Type	CP	Hours
7	Machine Vision	L	15	32
	Computer Network	L		32
	Mechanical Dynamics	L		32
	Robotics 2	L		32
	Robotics 2-Labor	P		16
	Multibody System	L		32
	Multibody System-Labor	P		16
	System Engineering Verification & Confirmation	L		32
	System Engineering Verification & Confirmation-Labor	P		16
	Mechanical Engineering Automatic Control Technology 2	L		32
	Mechanical Engineering Automatic Control Technology 2-Labor	P		16
	Professional Internship	P	15	10W
8	Graduation Internship	P	15	10W
	Graduation Design and Thesis	P	15	15W

According to website, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor degree programme Logistics Management:

"Programme Objectives:

Following the university's educational strategy of "Technological Foundation and Application-Oriented" and serving the economic development needs of Shanghai and the Yangtze River Delta region, the program aims to cultivate socialist builders and successors who possess core socialist values and are comprehensively developed in terms of morality, intelligence, physical fitness, aesthetics, and labor. The program is designed to meet the demands of intelligent logistics development, emphasizing the balanced growth of logistics technical skills and comprehensive cultural literacy. Graduates will have a solid foundation in German and will be capable of working in the fields of logistics management and engineering, engaging in logistics operation management, logistics system analysis and planning, and logistics technology and information management. The goal is to produce higher-level application-oriented technical talents with an international perspective.

Intended Learning Outcomes

1. Disciplinary Knowledge: Demonstrate the ability to apply mathematics, management, engineering fundamentals, and specialized knowledge to solve practical problems in enterprise logistics management and engineering.

2. Problem Analysis: Apply fundamental principles of mathematics, computer science, and engineering to identify, articulate, and analyze logistics engineering problems through literature research to derive effective conclusions.

3. Design/Develop Solutions: Design solutions for engineering problems in the logistics field, including projects, information systems, logistics technology equipment, and operational management plans, while considering social, health, safety, legal, cultural, and environmental factors.

4. Research: Conduct research on engineering problems in the logistics field based on scientific principles and methods, including experiment design, data analysis and interpretation, and synthesizing information to obtain reasonable and effective conclusions.

5. Use of Modern Tools: Develop, select, and use appropriate technologies, resources, modern engineering tools, and information technology tools for specific engineering problems in logistics, including logistics forecasting and system simulation, while understanding their limitations.

6. Engineering and Society: Perform reasonable analyses based on logistics engineering knowledge to evaluate the social, health, safety, legal, and cultural impacts of solutions to engineering practice problems, and understand the associated responsibilities.

7. Environment and Sustainable Development: Understand and evaluate the impact of engineering practices addressing logistics engineering problems on the environment and social sustainability.

8. Professional Ethics: Uphold core socialist values and possess a humanistic and social science foundation with a strong sense of social responsibility. Understand and adhere to engineering ethics and norms in professional practice while fulfilling responsibilities.

9. Individual and Teamwork: Work harmoniously with team members, collaborate effectively, and contribute actively as a member or leader in team activities.

10. Communication: Communicate effectively with peers and the public through oral and written expressions; possess a strong international perspective to communicate and interact in cross-cultural contexts.

11. Project Management: Understand and apply principles of engineering project management and economic decision-making in multidisciplinary environments.

12. Lifelong Learning: Demonstrate lifelong learning awareness, self-management, and independent learning abilities. Plan academic and career development proactively, continuously adapt to societal needs, and achieve sustainable development through ongoing learning.”

The following **curriculum** is presented:

Semester	Module	Type	CP	Hours
1	Mathematics 1	L	6	96
	Professional Introduction	L&P	1	16
	German 1	L	9	288
	ICT	L&P	4	64
	Morality and Law	L&P	3	48
	Labor Education	L&P	2	32
	Military Theory and Training	L&P	4	64
	Physical Education (1)	P	1	32
2	Mathematics 2	L	6	96
	Fundamentals of Engineering Science	L	2	32
	German 2	L	9	288
	Business Management 1	L	4	64
	Logistics Fundamentals 1	L	4	64
	Chinese History	L	4	64
	Physical Education (2)	P	1	32
3	German 3	L	6	192
	Logistics Innovation Management	L	4	64
	Logistics Law	L	2	32
	Logistics Fundamentals 2	L	4	64
	Statistics and Big Data	L	4	64
	Logistics Simulation & Virtual Reality	L&P	4	64
	Socialist Theory	L	5	80
	Physical Education (3)	P	1	32
4	German 4	L	6	192
	Entrepreneurial Thinking & Behavior	L	4	64
	Teamwork and Conflict Management	L	4	64
	Project Management	L	4	64
	Internet of Things	L	4	64
	Information Logistics and Artificial Intelligence	L	4	64
	Principle of Marxism	L	3	48
	Physical Education (4)	P	1	32
5	Engineering Mechanics & Machine Components	L	4	64
	Automation Technology	L	4	64
	Basic Training in Engineering	P	2	32
	Business Management 2	L	4	64
	Logistics Experiment 1	P	4	64
	Fundamentals of Freight Transportation	L	4	64
	ICT Project Design	P	4	64
	Global Vision	L	2	32
	Aesthetic Courses	L	2	32
6	Import and Export Trade Practice	L&P	3	48
	Logistics Frontiers and Trends	L	2	32

Semester	Module	Type	CP	Hours
	Optimization & Decision Support	L	4	64
	Logistics Planning and Design	L	2	32
	Transportation Economics	L	4	64
	Ground Transportation System & Autonomous Driving	L	2	32
	Case Study	L&P	2	32
	Traffic Engineering	L	4	64
	Logistics Problem Diagnosis	L	3	48
	Transportation & Warehousing Technology	L	3	48
	Human Resource Management	L	3	48
	Material Flow Calculation	L	3	48
	Change Management	L	2	32
	Robots and Sorting Technology	L&P	2	32
	Curriculum Design2	P	2	32
	Psychology and Health Care	L	2	32
	Quality Expansion	P	2	32
7	Supply Chain Management	L	2	32
	Packaging Technology	L	2	32
	Logistics Software Practice	P	2	32
	Logistics Process Design	P	2	32
	Logistics Experiment 2	P	2	32
	Logistics Data Analysis	L	2	32
	Smart Engineering	L	2	32
	Participation in Social Activities	L	2	32
	Logistics Work Organization	L	2	32
	Curriculum Design1	P	2	32
	Innovation & Entrepreneurship	L&P	2	32
	Engineering Drawing & CAD	L&P	2	32
	Professional Internship	P	15	10W
8	Graduation Internship	P	15	10W
	Graduation Design and Thesis	P	15	15W

(Note: CP-Credit Point, S-Semester, L-Lecture, P-Practice, W-Week)