



ASIIN Seal

Accreditation Report

Bachelor's Degree Programme
Communication Engineering

Provided by
Suqian University

Version: 27 March 2026

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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
通信工程	Communication Engineering	ASIIN	/	02
<p>Date of the contract: 09.01.2025</p> <p>Submission of the final version of the self-assessment report: 08.07.2025</p> <p>Date of the onsite visit: 22-23.10.2025</p> <p>at: Suqian University</p>				
<p>Expert panel:</p> <p>Prof. Dr.-Ing Moustafa Nawito, IU International University/Polymath Analog</p> <p>Dr. Hui Zhang, Institute of High Energy Physics</p> <p>Dr. rer.nat. Alfred Schulte, Robert Bosch GmbH</p> <p>Yuning Yu, Tongji University</p>				
<p>Representative of the ASIIN headquarter: Paulina Petracenko</p>				
<p>Responsible decision-making committee: Accreditation Commission for Degree Programmes</p>				
<p>Criteria used:</p> <p>European Standards and Guidelines as of May 15, 2015</p>				

¹ ASIIN Seal for degree 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.

ASIIN General Criteria, as of December 7, 2021 Subject-Specific Criteria Technical Committee 02 – Electrical Engineering/Information Technology as of September 23, 2022	
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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	European Label	Validity
Ba Communication Engineering	Accredited with requirements	27.03.2026-22.04.2027	/	/

Fulfilment of the Accreditation Criteria

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

ASIIN General Criteria / Subject-Specific Criteria	Ba Communication Engineering
<i>3.2 Student support and student services</i>	Fulfilled
<i>3.2 Funds and equipment</i>	Fulfilled
4 Transparency and Documentation	
<i>4.1 Module descriptions</i>	Fulfilled
<i>4.2 Diploma and Diploma Supplement</i>	Not fulfilled Requirement A 2
<i>4.3 Relevant rules</i>	Fulfilled
5 Quality Management: Quality Assessment and Development	
<i>5 Quality Management: Quality Assessment and Development</i>	Fulfilled

Requirements

For all programmes

- A 1. (ASIIN 1.5) Ensure that national credits are accurately converted to ECTS credits, and that all documents subsequently display the correct number of credits.
- A 2. (ASIIN 4.2) Ensure that the Diploma Supplement includes statistical data on the distribution of final grades.

Accreditation History

The programme has not been previously accredited by ASIIN.

C Characteristics of the Degree Programme

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
Communication Engineering	B.Eng.	/	6	Full time	/	8 Semester	232 ECTS/175 Chinese credits	September 2004

Introduction to Suqian University and the Communication Engineering Programme

Suqian University (SQU) is located in Suqian City, Jiangsu Province, China. The university comprises 11 secondary schools and offers 52 undergraduate programmes. It employs over 1,000 full-time faculty members and serves a student population exceeding 17,000. SQU is committed to providing application-oriented education and to supporting regional economic and social development. Further information about Suqian University is available on its official website: <https://www.squ.edu.cn/xxgk/xxjj.htm>.

The School of Information Engineering, established in 2002, is one of the university's key academic units. It offers six undergraduate programmes: Communication Engineering, Electronic Information Engineering, Artificial Intelligence, Internet of Things Engineering, Computer Science and Technology, and Software Engineering.

The Communication Engineering programme was first launched in 2004 in collaboration with Jiangsu University and was jointly operated with Jingjiang College (an affiliated college of Jiangsu University) from 2012 to 2015. Since 2016, the programme has enrolled students independently.

In recent years, the programme has established cooperative partnerships with enterprises such as ZTE Corporation and Shanghai Zhixiang, implementing the "Embedded Talent Training Project" under the guidance of the Jiangsu Provincial Department of Education. The Communication Engineering programme aims to cultivate technically proficient professionals with a solid scientific foundation and practical engineering skills. The curriculum emphasizes communication theory, network technology, and system design and implementation.

³ EQF = The European Qualifications Framework for lifelong learning

Summary of the Experts' Assessment

The experts' assessment of the Communication Engineering programme paints a positive overall picture. The programme is well structured and demonstrates a generally high academic standard. The teaching staff are described as motivated and highly qualified, demonstrating strong engagement in teaching and supporting students. Similarly, students are characterised as highly motivated and committed to their studies. Furthermore, cooperation with industry is well established and has a positive impact on the programme.

Despite these strengths, the expert group has identified room for improvement in some areas. In particular, the conversion of local credits into ECTS must be transparent and detailed, with clear evidence that the conversion method is applied consistently across all modules. Furthermore, the Diploma Supplement needs to be updated to include statistical data on the distribution of final grades.

In addition to these requirements, the experts have formulated a number of recommendations aimed at further improving the quality and international alignment of the programme. These include expanding the range of elective modules, particularly in advanced and emerging fields such as 6G, artificial intelligence and machine learning. They also recommend strengthening students' soft skills, project management competencies and technical English proficiency. The experts also recommend improving coherence and interconnection between individual modules, increasing student mobility opportunities, and incorporating a wider range of innovative, student-centred teaching methods.

Further recommendations relate to the programme's framework conditions. These include providing academic staff with more time for research activities, expanding access to cutting-edge research equipment, promoting the interdisciplinary use of laboratory facilities across departments, and introducing a central institutional policy on the ethical use of artificial intelligence.

Overall, the expert panel concludes that the Communication Engineering programme is of a high standard and aligns with the SSC of TC 02. However, there is room for improvement in certain areas. The experts believe that resolving these issues would further enhance the programme's academic coherence, international compatibility and forward-looking profile.

D Expert Report for the ASIIN Seal⁴

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 plans of the degree programme
- Module descriptions
- Websites of the study programme
- Objective-module-matrix
- Discussion during the audit

Preliminary assessment and analysis of the experts:

The experts refer to the Subject-Specific Criteria (SSC) of the Technical Committee 02 Electrical Engineering/Information Technology as a basis for judging whether the intended learning outcomes of the programme 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 Study Plan Document, the Diploma Supplement as well as in the Self-Assessment Report. Furthermore, SQU provides a module-objective-matrix, which illustrates the alignment between course content and the expected outcomes as well as the SSC of the TC 02.

The following description of the programme objectives and the intended learning outcomes is taken from the Study Plan Document:

“Objectives of the Programme

The programme of Communication Engineering is designed to meet the regional economic and social development needs, aiming to cultivate high-quality applied talents who possess

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.

a solid foundation in the relevant theoretical knowledge and professional skills of communication engineering. Graduates will be equipped to engage in scientific research, engineering design, technological development, system integration, operation and maintenance, as well as sales management within the field of communication systems and networks and its related industries.

After four years of study, graduates should have a solid knowledge of mathematics, natural science and professional knowledge, especially principles of communications, Mobile Communication, Optical Fiber Communication, Information and Signal Processing, communication and information Systems, etc. The graduates are able to propose solutions to engineering problems in the field of mechanical engineering, and have the ability to learn independently and keep track of cutting-edge technologies. The graduates own humanities and social science literacy and social responsibility. They also have basic foreign language listening, speaking, reading and writing skills, and own a certain international perspective, and can communicate and exchange in a cross-cultural context. They are able to work independently or cooperatively in a team and be able to organize and coordinate team members to achieve goals.

Program Learning outcomes (knowledge, skill and competence)

1) Basic scientific literacy

- Understanding and applying mathematical and natural science knowledge to analyse practical problems in the field of mechanical engineering, which is the basis of professional competence.
- Be able to use computers and networks and have the ability to obtain and use information.
- Have a sense of lifelong learning and can pay attention to the development trend and application prospects of science and technology.

2) Professional knowledge, independent learning and research ability

- Ability to acquire and apply relevant expertise in the field of mechanical engineering.
- Ability to conduct independent research and obtain higher degrees.

3) Engineering practice ability

- Master the operation and maintenance technology of mechanical devices in electromechanical systems.
- Be able to propose solutions to engineering problems in the field of mechanical engineering and reflect the sense of innovation.

- Ability to evaluate the impact of technological solutions on people and the environment from a sustainable development perspective.

4) The ability to expand engineering and related fields

- Ability to evaluate technical proposals from a holistic and interdisciplinary perspective.
- Be able to understand and master engineering management and economic decision-making methods and can be applied in a multidisciplinary environment.
- Be able to adapt to competitive environment and complete challenging tasks.

5) Ability to communicate internationally

- Basic foreign language listening, speaking, reading and writing skills.
- Have a certain international perspective, able to carry out basic communication and exchange in a cross-cultural context.

6) Teamwork ability

- Ability to work as a team member and communicate effectively with other members in a multi-disciplinary background team.
- Capable of working independently or cooperatively in a team and can organize and coordinate team members to achieve goals.”

The experts confirm that the intended learning outcomes and programme objectives are transparently anchored and published and thus are available to students, lecturers and interested third parties. They also agree that the learning outcomes are described in a clear and concise manner. Furthermore, they find that the level of the objectives and intended learning outcomes of the programme adequately reflect EQF level 6 and correspond to the ASIIN Subject Specific Criteria (SSC) of the Technical Committee for Electrical Engineering.

Overall, the experts consider that the targeted skill profile will enable graduates to find suitable employment. Based on the documentation and minimal English-language training, the experts conclude that students are trained to work for a nationally operating company. The university's management confirms in the audit that the education primarily caters for the national workforce. However, they argue that students also have ample opportunity to enhance their English skills through extracurricular activities if they wish, in order to gain the skills to work internationally. While the experts appreciate that students have the opportunity to pursue an international career, they believe that the English-language training should be extended to include more technical courses in English, to give students a better chance of working in an international setting.

The experts also acknowledge that SQU has a comprehensive programme review policy in place, which includes reviewing the intended learning outcomes. Thus, a minor review cycle takes place every year. Every four years, a major revision is carried out. Each review is based on the results of surveys of students, alumni and industry partners, as well as further feedback from external stakeholders. The industry partners confirm in the audit that they are regularly consulted for feedback on the programme, for example through annual surveys or direct conversations with teachers. Furthermore, the industry partners declare that they are satisfied with the qualification profile of the graduates and that they wish to recruit graduates from Suqian University. However, they believe that students' soft skills could be improved, particularly with regard to communication, business writing, and project management. This will be discussed in more detail in Chapter 1.3.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-Assessment Report
- Diploma Supplements

Preliminary assessment and analysis of the experts:

The experts confirm that the English translation and the original Chinese name of the degree programme correspond with the intended learning outcomes as well as the content of the degree programme. They also note that the programme name in both languages is used consistently in all relevant documents.

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Regulations on the Administration of Students Leaving Suqian University Abroad
- Measures for Conducting Curriculum Evaluation of Suqian University
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Content & Structure of the Programme

The bachelor's programme comprises eight semesters and 232 ECTS. The courses are categorized into nine areas of competences:

- Mathematics and Physics Courses (8.6% of the curriculum)
- Informatics Courses (4.3%)
- Engineering Fundamental Courses (12.5%)
- Engineering Application Courses (4.7%)
- Practice Courses (29.7%)
- Elective Courses (10.8%)
- Foreign Languages Courses (5.6%)
- General Courses (such as “Modern Chinese History” and “Basic Principles of Marxism”) (13.4%)
- Bachelor Thesis (10.3%)

The experts review the curriculum and conclude that the programme provides solid fundamental training in communication engineering at EQF level 6. They also confirm that the programme is designed in such a way that students can achieve the intended learning outcomes and go on to work in one of the designated areas. Furthermore, they note that the programme is well organised, with each module representing a coherent unit of teaching and learning. However, they find the small size of the courses peculiar, as many comprise only two to four ECTS credits. During the audit, they inquire about the reasons for the small courses. The programme managers explain that this is mostly due to the high specialisation of the respective courses, which focus on a specific set of competencies. The experts accept this explanation and are glad to hear from the students that they are satisfied with the size of the courses and that it does not present any structural obstacles to successfully completing the programme. However, students report that they sometimes feel the modules are disconnected from each other. They wish to learn more about how the content they learn in one module is linked to, or can be applied to, content from another module. The experts agree with this approach and recommend modifying the teaching to emphasise the interconnectedness of the different modules’ content.

The experts welcome the fact that students are given the freedom to choose electives in order to develop their own areas of focus. Thus, students can choose 4–6 electives totalling 28.5 ECTS points from 12 courses ranging from “Radio Frequency and Microwave Technology” to “Optical Fibre Communication”, as well as other topics in the field of Communication Engineering. However, they recommend increasing the number of electives and aligning them with more advanced, state-of-the-art topics, such as 6G, AI, deep learning and machine learning, to familiarise students with cutting-edge science.

Furthermore, as mentioned in Chapter 1.1, the experts recommend enhancing students’ English-language training to boost their international competitiveness. Currently, students are required to take English language courses totalling 13 ECTS credits. In addition, two

technical courses are taught bilingually, i.e. in both Chinese and English: “Major Introduction” (providing an introduction to the field of Communication Engineering) and “Professional English”. Students also have the opportunity to engage in extracurricular activities to further strengthen their English skills, for example by participating in the Study Corner, which is open every week. Here, students can practise professional English speaking and writing under the guidance of tutors to improve their academic communication skills. While the experts welcome the inclusion of English training in the study programme and extracurricular activities, they believe that there is room for improvement in terms of students' English skills. Therefore, they suggest offering more technical courses in English to improve students' proficiency in general and, in particular, with regard to technical terminology.

As previously discussed, the industry partners involved in the audit state that they are satisfied with the skill set of the graduates, particularly their technical knowledge, which they accumulate throughout their studies. However, they believe that students could demonstrate stronger soft skills, which are highly important in the working world. In particular, they would like to see enhanced communication and writing skills in a business context (e.g. for writing business reports), as well as improved project management skills. The latter would enable students to broaden their perspective beyond their area of specialisation and grasp wider systems and connections. The experts support this idea and recommend including more elements in the curriculum to foster these soft and interdisciplinary skills.

Student Mobility

Suqian University has established a framework for international exchange through a series of policy documents that define the procedures and regulations governing student mobility. These documents outline, among other aspects, the admission process for outgoing students and the rules concerning the recognition of academic credits. The latter ensures that credits earned during overseas study or internship programmes are adequately recognized and integrated into students' academic records at Suqian University.

According to the Regulations on the Administration of Students Leaving Suqian University Abroad, international exchange activities are categorized into several types, including public scholarships, exchange programmes, short-term study tours, internships, and other forms of overseas academic engagement. At present, Suqian University maintains partnerships with six universities and educational institutions across four countries. Key partner institutions include the University of New South Wales in Australia, the University of Wales Trinity Saint David in the United Kingdom, Purdue University Northwest in the United States, the National University of Malaysia, and Shinawatra International University in Thailand.

Information on available exchange and internship opportunities is regularly disseminated through both online and offline channels. The International Exchange Office offers consultations and continuous guidance throughout the application and participation process, ensuring that students receive comprehensive support before, during, and after their exchange.

To further promote participation in international programmes, Suqian University has established the Suqian University International Exchange Scholarship, a dedicated funding scheme designed to support student mobility. The scholarship operates through two main funding channels: direct university allocation and social donations.

In 2025, a short-term study exchange programme was held in Malaysia, with four students from the Bachelor of Communication Engineering programme selected to participate. Apart from this exchange activity, statistics show that, on average, a handful of Bachelor of Communication Engineering students participate in mobility activities every year. In terms of incoming students, Suqian University has received between one and five exchange students annually since 2020.

The experts conclude that the university has established an appropriate framework to encourage and support students in participating in mobility activities. They acknowledge the legal framework, which establishes clear and binding rules, as well as the support system offered to students. They consider the current number of partner organisations and range of exchange programmes to be attractive, but expendable overall. This is reflected in the students' feedback in the audit, as everyone expressed a desire to go abroad and to have more opportunities to participate in mobility programmes. For these reasons, the experts recommend increasing opportunities for student mobility, for example by enhancing cooperation with organisations and companies abroad. They are convinced that this would also raise the number of students going abroad.

Periodic Review of the Curriculum

Suqian University has established a structured and institutionalized mechanism for curriculum evaluation and improvement, as outlined in the Guideline "Measures for Conducting Curriculum Evaluation of Suqian University". The system aims to strengthen curriculum management, enhance teaching quality, and ensure alignment with educational objectives.

A minor revision of the curriculum is carried out every semester whereas a major review is completed every four years. Assessments are conducted based on a comprehensive indicator framework encompassing course objectives, faculty, teaching resources, implementation, effectiveness, and distinctive features. The evaluation process consists of three

stages—self-evaluation, external review, and conclusion—culminating in ratings of *excellent*, *good*, *qualified*, or *unqualified*. The external review includes feedback from alumni, industry partners, and other external parties. Results are reviewed, approved, and formally communicated to relevant units, forming the basis for course improvement and recognition.

Courses achieving *good* or *excellent* ratings are prioritized for selection as university-level or higher first-class courses, while substandard courses must undergo corrective actions within a specified timeframe. Evaluation outcomes are also integrated into annual departmental and professional assessments.

The review process is supported by a two-level teaching quality management structure at the university and school levels. In recent years, Suqian University has enhanced its curriculum review and improvement mechanisms in line with Outcome-Based Education (OBE) principles, establishing clear standards for program objectives, course design, and graduation requirement attainment. These continuous quality assurance measures shall ensure the relevance, coherence, and effectiveness of its academic programmes.

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 Suqian University 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://zb.squ.edu.cn/>.
- “Admission Regulations”
- Admission Rate Statistics
- “Recognition of Externally Acquired Academic Qualifications”
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The admission requirements and procedures for the Bachelor of Communication Engineering programme follow the regulations and policies established by national and Jiangsu provincial education authorities. The admission procedure follows the general domestic admission regulations published on the Suqian University Enrollment website.

Admission to the Communication Engineering programme is based on the results of the National College Entrance Examination (Gaokao) in China or the equivalent unified college entrance examinations administered in individual provinces and municipalities. Applicants are required to select Physics and Chemistry as examination subjects when applying for this major. The detailed admission requirements are defined in the Admission Regulations document.

For international students, admission is subject to specific regulations outlined in the university's policies for international admissions. These include requirements for application materials, documentation of educational background, and language proficiency standards. Applicants whose first language is not English are required to provide valid IELTS or TOEFL score certificates or other recognized equivalents, in accordance with university guidelines.

The admission process at Suqian University is conducted under the supervision of the Jiangsu Provincial Education Examination Institute. The Admissions and Employment Office of Suqian University is responsible for developing enrollment plans, establishing admission criteria, verifying admission results, and managing other related procedures. The selection of applicants is primarily based on Gaokao results and adherence to the annual admission plan. Regulations for the recognition of external achievements are defined in the document "Recognition of Externally Acquired Academic Qualifications".

According to the provided statistics, the admission rate averaged 99% over the last 4 years, with a maximum intake capacity of 100 students per cohort.

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 ratio also confirms the demand for the programme.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Study plan
- Module descriptions
- Discussions during the audit
- Student surveys

- Statistical data

Preliminary assessment and analysis of the experts:

The Bachelor of Communication Engineering programme at Suqian University comprises 175 Chinese credits, which correspond to 232 ECTS credits according to the university's conversion framework. The programme allocates credits to all compulsory and elective components, including theoretical courses, laboratory work, course design, and the bachelor's thesis. Students may also obtain supplementary credits for participation in approved extracurricular activities and for exceptional achievements in innovation and entrepreneurship.

Credit allocation is based on the number of instructional hours and the duration and complexity of practical components. When estimating the total workload associated with a module, the university considers the subject matter's difficulty level, the breadth and depth of the content, and the complexity of practical or experimental work. Courses with more advanced or technically demanding content are assigned a higher number of credits in proportion to the expected student effort.

The university provides a conversion framework for aligning local credits with the European Credit Transfer and Accumulation System (ECTS). Generally, one Suqian University credit corresponds to between one and two ECTS credits, depending on the nature of the module. Theoretical courses typically follow a 1:1 ratio, whereas experimental and practical courses follow a 1:2 ratio, reflecting their greater workload and higher proportion of hands-on learning. Several general education modules, such as Military Theory and Physical Education, follow separate institutional rules and are therefore exceptions to this.

According to university regulations, each semester comprises an average of approximately 870 hours of learning, corresponding to around 29 ECTS credits. Between three and seven examination courses are usually scheduled per semester.

Mechanisms are in place to monitor the adequacy of workloads and examination scheduling. Before the start of each semester, the Teaching Management Department reviews the course schedules of all classes to ensure compliance with institutional rules regarding contact hours, weekly workloads and examination arrangements. If imbalances are identified, adjustments are made before teaching activities begin. During the semester, students provide feedback on their perceived workload through mid-term discussions, the teaching evaluation system and suggestion boxes. These inputs are used as first-hand indicators to identify potential problems relating to workload, learning pressure or the uneven distribution of tasks, allowing for timely adjustments where necessary.

The experts welcome the fact that Suqian University has a structured credit system in place that takes into account both contact hours and self-study time. They acknowledge the comprehensive monitoring system, which assesses the adequacy of the workload and credits awarded before, during and after each course and takes student feedback into account. They also consider the estimated workload to be realistic and well-founded, and to be distributed evenly across the semesters. However, they find the explanation of the conversion from the local credit system to the ECTS rather vague, as it lacks an explanation of the reasoning and system behind the conversion rate of 1 Chinese credit equalling 1 ECTS for theoretical classes, and 1 Chinese credit equalling 2 ECTS for experimental and practical courses. They also question how this exact ratio is maintained across all classes of the same category.

During discussions with students, they state that the workload is generally in line with that indicated in the documents, that there are no exceptional peaks in workload, and that it is possible to complete the study programme within the intended period. They also confirm that they are regularly asked whether the workload is adequate. The experts are glad that the students report an alignment between the indicated workload and the actual workload. This confirms that the issue lies not in the workload assigned to individual classes, but in the unclear calculation of ECTS credits. Although this is a formal issue, it is essential that it is clarified and transparently documented to provide evidence of the consistent and correct application of the conversion calculation.

According to the statistics, on average, around 92% of students graduate on time, with a zero-dropout rate. The experts are impressed with the data, which they believe reflects the programme's adequate structure, revealing no internal obstacles to students graduating on time.

Criterion 1.6 Didactic and Teaching Methodology

Evidence:

- Self-Assessment Report
- Study plans
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Teaching at Suqian University follows a student-centred and outcome-oriented approach that combines theoretical instruction with practical application. Teaching methods are selected according to course characteristics and intended learning outcomes.

Basic courses in the natural sciences are delivered in larger lecture groups of approximately 100 to 150 students, while specialized and elective courses are conducted in smaller classes of 20 to 60 students to facilitate interaction and discussion. Courses that include both theoretical and experimental components are offered in batches to ensure effective laboratory participation.

According to the self-assessment report, a variety of teaching methods are used to enhance learning quality and student engagement. Lecture-based instruction is supplemented by case-based teaching, which integrates practical examples from communication engineering and current industry developments. Blended online and offline formats are being used more and more, giving students access to digital learning materials and enabling them to participate in interactive classroom sessions. In selected modules, the “flipped classroom” model is employed to encourage student presentations and active participation.

According to the university, the integration of theory and practice is a defining feature of the programme. Many professional courses include laboratory components, project-based assignments and design tasks to cultivate students’ ability to apply theoretical knowledge to practical problems. In addition, collaboration with industry partners provides students with the opportunity to undertake internships and training in real-world engineering environments alongside their studies.

Throughout their studies, students develop essential academic skills such as literature research, analytical reasoning, report writing and presenting. Teaching staff are encouraged to continuously refine their teaching methods in line with Outcome-Based Education principles to ensure that they remain in line with programme objectives and developments in the field of communication engineering.

Students report in the audit that they are very 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 programme 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, thereby developing their scientific skills. However, during discussions with teachers, the experts gain the impression that only a small proportion of teachers are actually employing innovative teaching methods such as the flipped classroom and blended learning. While the experts acknowledge that teaching

is already becoming more diverse and modern, they encourage teachers to take more initiative in moving away from traditional front-class teaching and incorporating more innovative and student-centred approaches.

Moreover, in the audit, the experts inquire about the role and integration of AI in teaching. They discover that, although there is a university-wide regulation on the use of AI in examinations and theses, there is no central policy on the ethics of AI. Furthermore, they are informed that, as of now, there is no dedicated AI module in the Communication Engineering programme, but, from this year onwards, they will be offering an elective on AI to all students at the university. While appreciating the university's efforts thus far, the experts recommend creating a central AI policy, especially with regard to ethical usage, given the rising importance and scope of AI.

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

Cf. Requirement A1: The experts carefully consider this explanation. They conclude that, while the procedure is now clearer, the underlying concerns about the correct ECTS methodology and conversion calculation remain unresolved.

Firstly, the university's explanation refers to a workload of 45–50 hours per ECTS credit, whereas the ECTS framework typically equates one ECTS credit to 25–30 hours of total student workload. Therefore, the basis of reference is unavoidably flawed.

Secondly, the difference in credit calculation between theoretical and practical or experimental courses leads to incorrect credit conversion. According to the provided statement, one Chinese credit for a theoretical course corresponds to 16 hours of teaching plus 32 hours of independent study, resulting in a total workload of 48 hours per credit. For experimental and practical courses, one Chinese credit corresponds to 32 hours of on-site practical activities and operation, plus 16 hours of preparation and reporting. This also results in a total workload of 48 hours per credit. Thus, the total workload per Chinese credit is identical in both cases, with only the distribution of activities differing. Despite the identical overall workload, the university states that one Chinese credit for practical courses is equivalent to two ECTS credits, due to the greater intensity of hands-on activities and practical application requirements. However, the experts note that this reasoning is inconsistent with the principles of the ECTS system, which prioritises credit allocation based on student workload rather than perceived difficulty or intensity. Difficulties are usually reflected in workloads, so they should already be accounted for in the workload calculation.

Given that the university's own explanation indicates 48 hours of total workload per Chinese credit for both types of courses, the resulting ECTS conversion should be consistent

across course types. Based on the standard ECTS workload range of 25–30 hours per credit, a Chinese credit corresponding to 48 hours of workload would translate approximately into 1.6–2 ECTS credits, depending on the specific factor applied.

As the university's explanation does not demonstrate consistent application of the ECTS principles based on workload, the requirement remains in place.

Cf. Recommendations E 1-E5:

The experts have taken note of the university's responses to the recommendations and the measures outlined for the further development of the programme. The university provides detailed comments on the recommendations and presents several initiatives aimed at improving the curriculum and the overall learning environment. These include, among others, the expansion of English-taught technical courses, the introduction of additional training for soft skills and project management competences, measures to strengthen the coherence of modules (e.g., through integrated Project-Based Learning formats), and plans to increase international mobility opportunities, including Double Degree programmes and international internships.

The experts appreciate the range of measures proposed by the university and acknowledge that they represent meaningful approaches to further strengthening the programme. However, the experts also note that many of the outlined initiatives are currently still at the conceptual or planning stage, with implementation envisaged only from 2026 or the academic year 2026/2027 onwards. As these measures have not yet been implemented, their effectiveness cannot yet be assessed in practice.

Therefore, while the experts welcome the university's plans and the clearly defined development measures, they consider it appropriate to maintain the recommendations until the proposed initiatives have been implemented and their impact on the programme can be evaluated.

Criterion predominantly fulfilled.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation
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Evidence:

- Self-Assessment Report

- Module descriptions
- Examination Regulations
- Samples Exams & Theses
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The examination system at Suqian University is centrally organized and implemented under the responsibility of the Academic Affairs Office, with overall supervision by the university leadership. The Academic Affairs Office coordinates the scheduling of general education examinations at the university level, including examination time slots and room allocation, based on student numbers, course distribution, and available teaching resources. The respective schools and departments are responsible for organizing the examinations of professional and specialized courses.

The assessment methods for each module are specified in the module and usually consist of a combination of continuous assessment and final examinations. Continuous assessment typically accounts for 40% to 50% of the total module grade and may include attendance, homework, classroom participation, quizzes, experiments, and project assignments. The final examination accounts for 50% to 60% of the total grade. A minimum total score of 60 is required to pass a module and obtain the corresponding credits. Grades are generally recorded on a percentage scale, while selected courses apply a five-level grading system (Excellent, Good, Fair, Pass, Fail). The conversion between numerical grades, grade points, and credit points follows standardized institutional regulations.

Final examinations are generally conducted at the end of each semester. Examination questions are prepared by the teaching and research offices responsible based on the approved syllabus and need to be internally approved by the department and faculty leadership.

Teachers are required to complete grading within three days after the examination and submit the results via the Teaching Management Information System. After verification and approval by the department, final grades are forwarded to the Academic Affairs Office. Students may access their examination results online. If a student raises an objection to the result, a formal review procedure is available through the department and the Academic Affairs Office.

Students who fail an examination are entitled to one make-up examination, which is usually scheduled at the beginning of the following semester. Students who are unable to attend a scheduled examination for approved reasons (such as illness) may apply for a deferred examination. If students fail both the regular and the make-up examination, they must re-take the course. Regulations are also in place to provide accommodations for students with

disabilities, including extended examination time or alternative assessment formats upon submission of a verified medical certificate.

In addition to course examinations, students in the programme participate in standardized national foreign language testing. The Academic Affairs Office organizes participation in the College English Test Band 4 (CET-4) twice annually. Students who do not meet the university's English proficiency requirements through CET-4 are required to take a university-organized English examination during their final year of study.

In the audit, students report to be satisfied with the overall examination system. They confirm that they receive all relevant information such as examination dates and assessment criteria at the beginning of the semester. The examination policy, including the compensation policy, is made transparent to all concerned. When asked about the workload and the difficulty of the examinations, students say that both are appropriate and manageable.

The experts share the students' positive view: They conclude that a comprehensive examination system is in place. Having reviewed various examination samples, they confirm that the Communication Engineering programme uses a variety of competence-based assessment methods, which are adequate for evaluating the achievement of the programme's and courses' learning outcomes. The samples also demonstrate that they correspond to EQF level 6. Furthermore, the experts acknowledge the regular review of assessment forms and the monitoring of the assessment system to ensure fairness and appropriateness.

Bachelor's Thesis

The organization and implementation of the bachelor's thesis at Suqian University are centrally coordinated by the Academic Affairs Office, which is responsible for formulating the overall schedule, defining management objectives, coordinating implementation plans, and supervising the progress and quality of theses at all stages across the university. At the school level, each school establishes a dedicated leadership team for thesis work, which formulates detailed implementation plans and operational rules. This team guides supervisors and students throughout the process, including topic selection, task assignment, proposal writing, mid-term progress review, final evaluation, and documentation archiving. During the audit, the experts learn that thesis topics are usually linked to the supervisor's research projects. Students are provided with a variety of topics to choose from, but they can also suggest their own topic.

Students who intend to complete their bachelor's thesis outside the university must submit a written application together with an official acceptance letter from the external organization. Such applications require formal approval by the school before the thesis work may begin. Regardless of the location where the thesis is conducted, students are required to

return to the university to participate in the formal thesis defense together with on-campus students.

The bachelor's thesis is regulated by the *Administrative Measures for Undergraduate Graduation Design (Thesis) of Suqian University* and the *Management Measures for Undergraduates' Dissertation at Suqian University*. These regulations define procedures for topic selection, plagiarism detection, mid-term inspection, defense organization, and evaluation.

The final thesis grade is composed of three assessment components: the supervisor's evaluation (30%), the review teacher's evaluation (30%), and the defense committee's evaluation (40%). The overall result is recorded on a five-level grading scale: Excellent (90–100), Good (80–89), Moderate (70–79), Pass (60–69), and Fail (below 60). The proportion of theses awarded the grade "Excellent" is generally limited to no more than 20% of the total cohort. In addition, selection criteria for university-level outstanding bachelor's theses include scientific and professionally relevant topic selection, a demonstrated level of innovation or academic value, and practical or reference significance.

The experts consider the procedure for the final thesis in the bachelor's program 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 regulation of the procedure for conducting the thesis outside the university, 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' assessment remains as outlined above.

Criterion fulfilled.

3. Resources

Criterion 3.1 Staff and Development
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Evidence:

- Self-Assessment Report
- Staff Handbook
- "Interim Measures for the High-Level Talent Introduction and Education Plan of Suqian University"

- “New Teacher Training Management Measures”
- Discussions during the Audit

Preliminary assessment and analysis of the experts:

The Department of Communication Engineering comprises 27 full-time faculty members, including 4 professors, 9 associate professors, and 14 lecturers. Among these, 15 hold doctoral degrees and 12 hold master’s degrees. The academic backgrounds of the faculty cover Information and Communication Engineering, Computer Science and Technology, and Electronic Information Engineering, which reflects the interdisciplinary nature of the programme. In addition to the departmental staff, 37 faculty members from other disciplines within the university contribute to the programme by teaching fundamental courses in mathematics, physics, English, and general education. The department regularly reviews the alignment between staff qualifications, academic ranks, and teaching requirements and develops corresponding plans for staff development and personnel recruitment.

With regard to workload, full-time teachers in the Communication Engineering programme are required to complete an annual teaching workload of 330 hours. This includes not only classroom teaching but also supervision of assignments, guidance for student innovation and entrepreneurship projects, and support for subject competitions and training programmes. Participation in student mentoring activities related to innovation and entrepreneurship forms part of the professional responsibilities of teaching staff. During the audit, the experts learn that the research workload is similar to the teaching workload, i.e. around 330 hours, but the concrete number depends on the staff member’s exact position.

Teaching quality is monitored through a supervision and inspection system operating at both university and school levels. This includes classroom observations, teaching inspections, reviews of assessment materials, and evaluations of practical training, examinations, and bachelor’s theses. Inspection results are communicated to teaching units, and follow-up actions are defined where necessary. Faculty members are required to submit course assessment analyses after examinations, which are used to support continuous improvement.

The experts conclude that the composition, professional orientation and qualifications of the teaching staff are well suited to successfully delivering the EQF Level 6 degree programme. They also welcome the comprehensive system for monitoring teaching quality. However, they recommend considering whether the workload for teaching and administrative tasks could be reduced to provide teachers with more time for research. While teachers stated that the time allocated for research is sufficient, the experts believe that both teachers and students would benefit if teachers had more time for research, as this

would enable students to be incorporated into more research projects and facilitate the integration of more research results into teaching.

Staff Development

The School of Information Engineering, in which the Communication Engineering programme is embedded, places emphasis on the continuous professional development of its faculty. Teaching and research development activities include participation in teaching competitions, symposiums, teaching and research workshops, and classroom observation activities. Faculty members are encouraged to apply for scientific research and teaching research projects at different levels. Research outcomes, including journal publications and authorized patents, are integrated into teaching content, practical projects, and course design.

Teacher development is supported at the institutional level by the Academic Affairs Office and the Center for Faculty Development, which provide training, evaluation, and professional support services. New teachers participate in a one-month induction and training programme and are assigned a mentor for guidance in teaching and research. Additional development measures include participation in innovation and entrepreneurship guidance, teaching reform activities, and structured teaching evaluations.

The university encourages faculty members to pursue further academic qualifications and to participate in inter-provincial course exchange activities and continuing education programmes. The “Interim Measures for the High-Level Talent Introduction and Education Plan of Suqian University” define policies for enhancing academic qualifications and professional development. At present, several teachers are pursuing doctoral studies.

In recent years, faculty members have participated in province-level and national-level training programmes. These include comprehensive quality improvement training for university teachers, specialized teaching research programmes organized by national training centers, and ideological and political education training for undergraduate instructors. In addition, the structured development of young teachers is addressed through dedicated institutional support measures.

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. Thus, every new teacher receives funding from the School to conduct their own research, as well as financial support from the city of Suqian. Furthermore, the school offers teachers the opportunity to undertake paid training in industry for up to six months, and provides support when attending conferences abroad.

The experts acknowledge the supportive environment at Suqian University 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. In particular, they appreciate that teachers are always available whenever students need additional assistance.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- Discussions during the Audit

Preliminary assessment and analysis of the experts:

Suqian University provides structured support services to assist students throughout their studies and in their transition to employment. These services address academic, financial, and career-related needs and are communicated through official university channels.

At the enrollment stage, financial support measures, including enrollment loans, are available for students from economically disadvantaged backgrounds. The school organizes orientation activities for new students covering programme introduction and academic regulations, among other things. Professional orientation lectures and visits to practical training facilities are also arranged to familiarize students with the academic content and practical environment of the programme.

During their studies, students may access various scholarship schemes at the national and university levels. The school encourages and supports student participation in academic competitions and innovation and entrepreneurship activities, providing guidance through faculty teams. Study tours and related activities are organized to broaden students' academic and cultural perspectives.

Employment support is provided through career planning courses, employment lectures, and training in résumé preparation and interview skills. An online employment information platform is used to disseminate recruitment information, and campus recruitment events are organized in cooperation with enterprises. Graduate employment outcomes are monitored through regular follow-up surveys and employment quality reports.

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
- Appendix: List of major equipment and labs
- Discussions during the audit

Preliminary assessment and analysis of the experts:

Suqian University finances its educational activities through a combination of government appropriations, student tuition fees, municipal subsidies, income from resource utilization, training and consulting services, and donations. Annual tuition income amounts to approximately RMB 88 million (ca. 10.6 million Euros), with tuition fees differentiated by discipline. To support student access and retention, the university allocates around RMB 20 million annually for scholarships, grants, tuition waivers, and work-study opportunities. Teaching-related operating expenditures amounted to RMB 40.88 million in 2024, corresponding to an average expenditure of more than RMB 2,500 per student per year.

The university library provides comprehensive learning and research resources. With a total floor area of over 30,700 square meters, it holds more than 1.7 million printed volumes and over 1,300 domestic and international journals, complemented by a wide range of electronic resources. The collections relevant to Communication Engineering include printed books, foreign-language literature, and electronic journals, which are regularly updated. Students and staff have access to reading rooms, electronic reading facilities, and self-study spaces. In addition, information literacy instruction and library-organized lectures support the effective use of academic resources.

Teaching and learning are supported by an integrated teaching management information system that covers course administration, faculty assignment, student records, course selection, teaching evaluation, and examination management. An online teaching platform complements classroom instruction by providing access to digital learning materials and supporting blended and independent learning. The platform hosts more than 1,500 courses and serves as a shared repository for teaching and learning resources.

Teaching activities take place in overall 232 multimedia-equipped classrooms. The use and maintenance of teaching facilities are managed centrally through the Office of Asset and Laboratory Management and coordinated via the teaching management information system.

Practical teaching is supported by a variety of laboratories and training facilities. The School of Information Engineering operates a practical teaching center with a total area of over 3,200 square meters and equipment valued at more than RMB 21 million. It includes a provincial-level experimental teaching demonstration center and specialized laboratories for electronic information and communication engineering. The Communication Engineering programme makes use of 13 professional laboratories, equipped with more than 440 computers and a wide range of specialized software for simulation, design, and experimentation. Industry cooperation further enhances practical training by providing joint laboratories and training rooms developed in collaboration with enterprise partners. For instance, the school has partnered with Huawei Technologies Co., Ltd. to establish an intelligent Internet of Things training facility. This room mainly covers training in Huawei's Harmony devices and application development, as well as the intelligent vehicle-road cooperative training system — two of the company's core components.

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

During the audit visit, the experts toured the campus facilities and laboratories. They conclude that the infrastructure and technical equipment in the laboratories are adequate for delivering the programme and achieving the intended learning outcomes. However, they identify areas for improvement regarding the equipment used for research. While they find the current equipment entirely adequate for conducting teaching activities (teaching demonstration or training basic practical skills) and basic research, they recommended stocking up on equipment for cutting-edge areas such as 6G and computer networks. This would contribute to more innovative research projects and have a positive impact on the study programme, as these research results could be integrated into teaching.

Furthermore, the experts recommend increasing the opportunities for students to have access to labs from other department, in order to complement the teaching and study of interdisciplinary knowledge.

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

As Suqian University has not commented on the experts' findings in this section, the experts' assessment remains unchanged.

Criterion fulfilled with recommendations.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

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

Preliminary assessment and analysis of the experts:

The experts confirm that the module descriptions for the programme contain all of the necessary information, including the course name and code, the person responsible, the intended learning outcomes, module content, recommended reading, examination methods and requirements, student workload, credit points awarded, prerequisite, information on the grade calculation, and the date of last amendment made.

Students confirm during discussions that information about courses is always available online, and that details concerning examinations and course content are provided at the beginning of each course by teaching staff.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Exemplary diploma certificate per study programme
- Exemplary Diploma Supplement certificate per study programme
- Exemplary transcript per study programme

Preliminary assessment and analysis of the experts:

The experts confirm that all graduates are awarded a Diploma and a Diploma Supplement in English after graduation. In addition, every graduate receives a Transcript of Records, which lists all the courses that the graduate has completed, the achieved credits, grades, and cumulative GPA. The Diploma Supplement contains almost all required information about the degree programme but is missing a classification of the final grade of the graduate. This classification should include statistical data on the final grade of other students in the cohort, enabling the graduate's performance to be compared with that of his/her peers.

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 auditors confirm that the rights and obligations of both Suqian University and the students are clearly defined and binding. All rules and regulations are published on the university's website and students receive course materials at the beginning of each semester. In addition, all relevant information about the programme is available on the website of the university.

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

As Suqian University has not commented on the experts' findings in this section, the experts' assessment remains unchanged.

Criterion predominantly fulfilled.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Survey Samples
- Audit Discussions

Preliminary assessment and analysis of the experts:

Suqian University has established a structured quality management system involving the university leadership, Academic Affairs Office, schools, departments, teaching teams, and administrative staff. Quality management responsibilities are shared across university and school levels, with participation from faculty members and students.

The quality assurance system is guided by an outcome-based education (OBE) framework. Mechanisms are in place for the definition, implementation, monitoring, and periodic review of programme objectives, curriculum design, course objectives, and graduation requirements. Standardised procedures define tasks, benchmarks, workflows, and documentation requirements for each phase of teaching and assessment. Relevant regulations and quality assurance documents are regularly updated to reflect outcome-oriented requirements.

The university has formulated teaching quality standards and process monitoring measures in accordance with national standards for the Bachelor programme Communication Engineering. These standards cover key aspects of teaching preparation, delivery, assessment, and supervision. Course syllabi are developed and reviewed according to institutional regulations, with defined workflows for preparation, approval, revision, and implementation to ensure consistency and alignment with programme objectives.

Internal quality assessment is supported by regular teaching evaluations, including student surveys, peer reviews, and teaching reflection reports. Student feedback is systematically collected each semester and analysed by the Teaching Quality Evaluation Office, with results communicated to academic management and teaching staff. In addition, seminars and meetings with students and faculty provide qualitative feedback on teaching and curriculum implementation.

External quality assurance is ensured through participation in national teaching evaluations and professional assessments organised by education authorities. Moreover, feedback from employers, alumni, and external experts is incorporated into programme review processes.

In the audit, students report being satisfied with quality assurance at Suqian University. They confirm that surveys are carried out every semester and that feedback is provided to them during dedicated meetings between students and teachers. They add that feedback can also be communicated directly to teachers and other staff members at any time, and that it is welcomed and taken seriously. Accordingly, they report that improvements have been made based on their feedback. They also mention that there is a student representative who collects feedback from students and forwards it to the leadership.

Overall, the experts find that Suqian University has a comprehensive quality management system in place, ensuring the regular review of all programmes and consideration of feedback from all relevant stakeholders. They conclude that this system effectively ensures that programme quality is upheld and continuously improved.

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

As Suqian University has not commented on the experts' findings in this section, the experts' assessment remains unchanged.

Criterion fulfilled.

E Additional Documents

No additional documents needed.

F Comment of the Higher Education Institution (21.01.2026)

The following quotes the comment of the institution:

“1. Recommendation 1

Expert Observation: The university's management confirms in the audit that the education primarily caters for the national workforce. However, they argue that students also have ample opportunity to enhance their English skills through extracurricular activities if they wish, in order to gain the skills to work internationally. While the experts appreciate that students have the opportunity to pursue an international career, they believe that the English-language training should be extended to include more technical courses in English, to give students a better chance of working in an international setting.

Our Response: Thank you for your valuable observation regarding English-language training and international career preparation for our communication engineering students. We fully acknowledge and accept your recommendation.

To address this, we will implement the following measures: First, starting from the 2026-2027 academic year, we will add 4 technical courses taught in English to the curriculum, including "International Standards for Communication Engineering", "Advanced Communication Systems", "Cross-border Network Security" and "Technical Documentation Writing in Communication Engineering". These courses will be designed to integrate professional technical knowledge with English application, focusing on technical terminology and practical communication skills in international work scenarios. Second, we will cooperate with foreign universities and industry partners to develop bilingual teaching materials for core technical courses, ensuring that students can access international cutting-edge knowledge while improving their English proficiency. Third, we will organize monthly English technical seminars, inviting international scholars and industry experts to give lectures and interact with students, creating an immersive English technical communication environment.

We believe these measures will effectively enhance students' English competence in professional fields and better equip them for international career development.

2. Recommendation 2

Expert Observation: Furthermore, the industry partners declare that they are satisfied with the qualification profile of the graduates and that they wish to recruit graduates from

Suqian University. However, they believe that students' soft skills could be improved, particularly with regard to communication, business writing, and project management.

Our Response: We highly value the feedback from industry partners and fully agree with their views on enhancing students' soft skills. Soft skills are crucial for students' career development and adaptation to the workplace, and we are committed to strengthening this aspect of training.

Specifically, we will take the following actions: First, we will introduce a compulsory course "Professional Soft Skills for Communication Engineering" for sophomore students, covering modules such as effective communication, business report writing, project planning and management, and team collaboration. The course will adopt case-based teaching and practical training methods, combining real industry projects to help students apply theoretical knowledge to practice. Second, we will organize annual intercollegiate project management competitions and business writing workshops, inviting senior professionals from industry partners to serve as judges and instructors, providing students with professional guidance and feedback. Third, we will integrate soft skills training into internship programs, requiring students to complete communication-oriented tasks, write formal business documents, and participate in project team collaboration during internships, with industry mentors evaluating and guiding their performance in these areas.

We will continuously cooperate with industry partners to adjust and optimize the soft skills training system based on actual workplace needs, ensuring that graduates meet the comprehensive requirements of the industry.

3. Recommendation 3

Expert Observation: The experts accept this explanation and are glad to hear from the students that they are satisfied with the size of the courses and that it does not present any structural obstacles to successfully completing the programme. However, students report that they sometimes feel the modules are disconnected from each other. They wish to learn more about how the content they learn in one module is linked to, or can be applied to, content from another module. The experts agree with this approach and recommend modifying the teaching to emphasise the interconnectedness of the different modules' content.

Our Response: Thank you for your insightful recommendation on strengthening the interconnectedness of curriculum modules. We deeply understand students' feedback and fully accept your suggestion.

To address the disconnection between modules, we will implement the following reforms: First, we will revise the curriculum syllabus and teaching plans for all core courses. Each

course syllabus will clearly outline the connections with prerequisite courses and follow-up courses, and teachers will explain these connections in the first class of each semester and continuously reinforce them during teaching. Second, we will design 3 integrated project-based learning (PBL) courses that span multiple modules, such as "Comprehensive Design of Communication Network Systems", "Integration of Signal Processing and Communication Technology" and "IoT Communication System Development". These PBL courses will require students to integrate knowledge from multiple modules (e.g., circuit design, signal processing, network architecture, programming) to complete practical projects, helping them understand the application of interdisciplinary knowledge. Third, we will organize cross-module teaching seminars for teachers, encouraging them to collaborate in designing teaching cases and assignments that reflect the integration of multiple modules, and promoting the sharing of teaching resources and experience among teachers of different courses.

We will regularly collect students' feedback on the interconnectedness of modules and continuously optimize the teaching reform measures to ensure that students can systematically grasp professional knowledge and improve their comprehensive application capabilities.

4. Recommendation 4

Expert Observation: They consider the current number of partner organisations and range of exchange programmes to be attractive, but expendable overall. This is reflected in the students' feedback in the audit, as everyone expressed a desire to go abroad and to have more opportunities to participate in mobility programmes. For these reasons, the experts recommend increasing opportunities for student mobility, for example by enhancing cooperation with organisations and companies abroad. They are convinced that this would also raise the number of students going abroad.

Our Response: We sincerely appreciate your recommendation on expanding student mobility opportunities. We fully agree that international exchange experience is of great significance for broadening students' international horizons and enhancing their comprehensive competitiveness, and we are committed to increasing such opportunities for our communication engineering students.

To implement this recommendation, we will take the following three key measures: First, we will actively expand cooperation with foreign universities and institutions. By the end of 2026, we plan to establish new cooperative relationships with 3-5 well-known foreign universities with strong communication engineering disciplines, and launch "3+1" joint training programs, double-degree programs, and short-term summer/winter exchange programs. Second, we will strengthen cooperation with international enterprises in the

communication field (such as Huawei International, Ericsson, Nokia, etc.). We will jointly develop international internship programs, providing 15-20 overseas internship positions for students each year, covering areas such as international project implementation, technical support, and cross-border R&D cooperation. Third, we will set up a special "International Exchange Scholarship" with an annual budget of 500,000 RMB to subsidize students' travel expenses, living costs, and tuition fees during overseas exchanges and internships, reducing the financial burden on students.

We will regularly track and evaluate the effectiveness of international exchange programs, continuously optimize cooperation resources, and strive to increase the proportion of students participating in overseas mobility programs to 20% within three years.

5. Recommendation 5

Expert Observation: However, they find the explanation of the conversion from the local credit system to the ECTS rather vague, as it lacks an explanation of the reasoning and system behind the conversion rate of 1 Chinese credit equalling 1 ECTS for theoretical classes, and 1 Chinese credit equalling 2 ECTS for experimental and practical courses. They also question how this exact ratio is maintained across all classes of the same category.

Our Response: Thank you for your question regarding the conversion between our local credit system and ECTS. We apologize for the lack of clarity in our previous explanation and are pleased to provide a detailed and systematic response.

First, regarding the reasoning behind the conversion rate: The conversion standard is formulated based on the "ECTS Users' Guide" and combined with the teaching hours and learning load requirements of our communication engineering program. For theoretical courses, 1 Chinese credit corresponds to 16 class hours of teaching (including lectures, seminars, and online learning) plus 32 hours of independent study, totaling 48 hours of learning load per credit, which is consistent with the standard learning load for 1 ECTS credit (45-50 hours). For experimental and practical courses, 1 Chinese credit includes 32 class hours of on-site operation, experimental design, and project practice, plus 16 hours of pre-experiment preparation and post-experiment report writing, totaling 48 hours of learning load. Considering the higher intensity of hands-on operation and practical application requirements of such courses, and referring to the ECTS guidelines for practical courses, we have set the conversion rate of 1 Chinese credit to 2 ECTS credits.

Second, regarding the maintenance of the exact ratio across all courses of the same category: We have established a strict credit verification mechanism. First, the curriculum and teaching plan for each course are reviewed by the Departmental Curriculum Committee, which verifies whether the teaching hours, learning load, and teaching content meet the

credit standards of the corresponding category. Second, we have developed a "Credit-ECTS Conversion Manual" that clearly defines the conversion rules, verification procedures, and responsibility departments, and requires all teachers to follow the manual when designing courses. Third, at the end of each semester, the Academic Affairs Office conducts a random inspection of 30% of the courses, verifying the consistency between the actual teaching implementation and the credit standards, and promptly correcting any deviations. Fourth, we accept regular supervision and feedback from the university's Quality Assurance Office to ensure the long-term effectiveness and stability of the conversion mechanism.

We will publish the "Credit-ECTS Conversion Manual" on the department's official website to ensure transparency and accessibility for students, teachers, and relevant third parties.

6. Recommendation 6

Expert Observation: However, during discussions with teachers, the experts gain the impression that only a small proportion of teachers are actually employing innovative teaching methods such as the flipped classroom and blended learning. While the experts acknowledge that teaching is already becoming more diverse and modern, they encourage teachers to take more initiative in moving away from traditional front-class teaching and incorporating more innovative and student-centred approaches.

Our Response: Thank you for your encouragement and suggestion on promoting innovative teaching methods. We fully agree that innovative and student-centred teaching approaches are crucial for improving teaching quality and enhancing students' independent learning and critical thinking abilities. We are committed to further promoting the reform of teaching methods in the communication engineering department.

To achieve this goal, we will implement the following measures: First, we will launch a "Innovative Teaching Methods Training Program" for all teachers. Starting from 2026, we will organize 4 training sessions per year, inviting experts in educational technology and outstanding teachers with rich experience in flipped classrooms and blended learning to give lectures and share cases. We will also provide online training resources (including video courses, teaching tool guides, etc.) to support teachers' self-directed learning. Second, we will set up an "Innovative Teaching Incentive Fund" with an annual budget of 300,000 RMB. Teachers who successfully develop and implement innovative teaching methods will be awarded grants for teaching reform projects, teaching tool development, and participation in international teaching seminars. Third, we will select 5 core courses (such as "Digital Communication Principles", "Communication Network Engineering", etc.) as pilot courses in 2026, requiring teachers to design and implement flipped classroom or blended learning models. We will summarize successful experiences from the pilot courses and promote them to all courses in the department within two years. Fourth, we will revise the teacher

evaluation system to include the application of innovative teaching methods as an important indicator in teaching performance evaluation, encouraging teachers to actively practice innovative teaching.

We will regularly collect students' feedback on innovative teaching methods and track the teaching effect, continuously optimizing the training and incentive mechanisms to ensure the effective promotion of innovative and student-centred teaching approaches.

7. Recommendation 7

Expert Observation: While the experts welcome the inclusion of English training in the study programme and extracurricular activities, they believe that there is room for improvement in terms of students' English skills. Therefore, they suggest offering more technical courses in English to improve students' proficiency in general and, in particular, with regard to technical terminology.

Our Response: We highly appreciate your valuable suggestion on strengthening students' English proficiency, especially in technical terminology. We fully agree that solid English skills in professional fields are essential for students to engage in international academic exchanges and career development, and we are committed to optimizing our English training system.

To implement this recommendation, we will take the following targeted measures: First, starting from the 2026-2027 academic year, we will add 3 core technical courses taught entirely in English to the curriculum of the Communication Engineering program, including "Communication Engineering Terminology", "Advanced Digital Communication (English)", and "International Standards for Telecommunication Networks". These courses will be designed with a dual focus on professional knowledge transmission and technical English application, integrating a large number of industry-specific terminology, international technical standards, and English technical document reading and writing training. Second, we will cooperate with foreign universities that have strong strengths in communication engineering to jointly develop bilingual teaching materials for 2 foundational courses ("Signals and Systems" and "Communication Principles"), which will include parallel Chinese and English explanations of key technical terms and classic case studies, helping students deepen their understanding and application of professional English. Third, we will organize a monthly "English Technical Salon" activity, inviting foreign teachers, international students, and industry experts to communicate with our students on hot topics in communication engineering (such as 5G/6G technology, network security, etc.), creating an immersive English communication environment to enhance students' ability to use technical terminology flexibly. Fourth, we will incorporate technical English assessment into the final evaluation of core courses, requiring students to complete English technical reports, oral

presentations, or terminology translation tasks, which will effectively promote students' active learning and mastery of professional English.

We will regularly collect feedback from students and teachers on the effectiveness of English-taught technical courses, and continuously adjust and optimize the course content and teaching methods to ensure that students' English proficiency in professional fields is significantly improved.

8. Recommendation 8

Expert Observation: As previously discussed, the industry partners involved in the audit state that they are satisfied with the skill set of the graduates, particularly their technical knowledge, which they accumulate throughout their studies. However, they believe that students could demonstrate stronger soft skills, which are highly important in the working world. In particular, they would like to see enhanced communication and writing skills in a business context (e.g. for writing business reports), as well as improved project management skills.

Our Response: We sincerely thank the industry partners for their positive recognition of our graduates' technical knowledge and their constructive feedback on enhancing students' soft skills. We fully acknowledge that soft skills such as business communication, professional writing, and project management are indispensable for students to adapt to the workplace and achieve long-term career development, and we are determined to strengthen the cultivation of these skills.

To address this, we will implement a three-dimensional training system covering curriculum, practice, and industry collaboration: First, we will optimize the curriculum and launch a compulsory course "Business Capability Enhancement for Communication Engineering" for junior students. This course will be divided into three modules: Business Communication (including cross-departmental communication, client communication, and presentation skills), Professional Business Writing (focusing on business reports, technical proposals, and official emails), and Project Management Fundamentals (covering project planning, schedule control, risk management, and team coordination). The course will adopt a combination of case teaching, role-playing, and group discussions, with real business scenarios and projects provided by industry partners as teaching cases. Second, we will strengthen practical training through competitions and projects. We will organize an annual "Communication Engineering Project Management and Business Writing Competition", inviting senior professionals from industry partners (such as Huawei, ZTE, and China Mobile) to serve as judges and provide on-site guidance. Students will form teams to complete tasks such as project proposal design, business report writing, and project defense, which will effectively improve their practical application capabilities. In addition, we will integrate soft skills

training into all course design projects and graduation design projects, requiring students to complete team collaboration, progress reporting, and final presentation tasks, and evaluate their performance in these aspects as part of the course assessment. Third, we will deepen industry-university cooperation to enhance practicality. We will invite senior managers and technical experts from industry partners to give 4-6 special lectures every year, sharing practical experience in workplace communication, project management, and business document writing. At the same time, we will optimize the internship program and require students to participate in at least one business communication activity, complete one formal business report, and assist in managing a small-scale project module during the two-month mandatory internship, with industry mentors conducting targeted guidance and evaluation on their soft skills performance.

We will establish a long-term communication mechanism with industry partners to regularly understand the latest requirements for graduates' soft skills in the workplace, and dynamically adjust the training content and methods to ensure that our graduates' comprehensive quality meets the actual needs of the industry.

Additional Remark

Regarding the criteria in the expert report for which no specific recommendations were provided, Suqian University confirms that the existing arrangements and practices for these criteria (including but not limited to Criterion 1.2, 1.4, 1.5, 2, 3.2, 4.1, and 4.3) are already in full compliance with ASIIN standards. We will continue to uphold these standards as part of our ongoing quality assurance efforts.

Closing Statement

Suqian University sincerely thanks the ASIIN expert panel for their valuable recommendations, which will undoubtedly enhance the quality of our Bachelor's programme in Communication Engineering. We have formulated concrete and actionable plans to address every point raised in the report and are fully committed to their successful implementation.

We are confident that our responses and planned measures robustly demonstrate our commitment to excellence and full compliance with ASIIN's standards. We look forward to a positive decision from the Accreditation Commission.”

G Summary: Expert recommendations (18.02.2026)

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Communication Engineering	With requirements for one year	30.09.2031	/	/

Requirements

For all degree programmes

- A 3. (ASIIN 1.5) Ensure that national credits are accurately converted to ECTS credits, and that all documents subsequently display the correct number of credits.
- A 4. (ASIIN 4.2) Ensure that the Diploma Supplement includes statistical data on the distribution of final grades.

Recommendations

For all degree programmes

- E 1. (ASIIN 1.3) It is recommended to expand the range of electives, particularly in advanced topics such as 6G, Artificial Intelligence, Deep Learning, and Machine Learning, and to offer more of these courses in English in order to strengthen students' technical English skills.
- E 2. (ASIIN 1.3) It is recommended to enhance students' soft skills and project management competences to support their professional development.
- E 3. (ASIIN 1.3) It is recommended to strengthen the coherence and connection among individual modules.
- E 4. (ASIIN 1.3) It is recommended to increase the opportunities for student mobility.

- E 5. (ASIIN 1.6) It is recommended to introduce a central AI policy especially on the ethics of usage.
- E 6. (ASIIN 3.1) It is recommended to provide teachers with more time for research.
- E 7. (ASIIN 3.3) It is recommended to increase the equipment for cutting-edge research.
- E 8. (ASIIN 3.3) It is recommended to increase the opportunities for students to use labs from other departments in order to gain more interdisciplinary knowledge.

H Comment of the Technical Committee (10.03.2026)

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.

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 Communication Engineering	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 subject-specific ASIIN seal:

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

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 Communication Engineering	With requirements for one year	With requirements for one year	30.09.2031	/	/

Requirements

- A 1. (ASIIN 1.5) Ensure that national credits are accurately converted to ECTS credits, and that all documents subsequently display the correct number of credits.
- A 2. (ASIIN 4.2) Ensure that the Diploma Supplement includes statistical data on the distribution of final grades.

Recommendations

- E 1. (ASIIN 1.3) It is recommended to expand the range of electives, particularly in advanced topics such as 6G, Artificial Intelligence, Deep Learning, and Machine Learning, and to offer more of these courses in English in order to strengthen students' technical English skills.
- E 2. (ASIIN 1.3) It is recommended to enhance students' soft skills and project management competences to support their professional development.
- E 3. (ASIIN 1.3) It is recommended to strengthen the coherence and connection among individual modules.

- E 4. (ASIIN 1.3) It is recommended to increase the opportunities for student mobility.
- E 5. (ASIIN 1.6) It is recommended to introduce a central AI policy especially on the ethics of usage.
- E 6. (ASIIN 3.1) It is recommended to provide teachers with more time for research.
- E 7. (ASIIN 3.3) It is recommended to increase the equipment for cutting-edge research.
- E 8. (ASIIN 3.3) It is recommended to increase the opportunities for students to use labs from other departments in order to gain more interdisciplinary knowledge.

Appendix: Programme Learning Outcomes and Curricula

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

“1) Basic scientific literacy

- Understanding and applying mathematical and natural science knowledge to analyze practical problems in the field of mechanical engineering, which is the basis of professional competence;
- Be able to use computers and networks, and have the ability to obtain and use information;
- Have a sense of lifelong learning, and can pay attention to the development trend and application prospects of science and technology.

2) Professional knowledge, independent learning and research ability

- Ability to acquire and apply relevant expertise in the field of mechanical engineering;
- Ability to conduct independent research and obtain higher degrees.

3) Engineering practice ability

- Master the operation and maintenance technology of mechanical devices in electromechanical systems;
- Be able to propose solutions to engineering problems in the field of mechanical engineering and reflect the sense of innovation;
- Ability to evaluate the impact of technological solutions on people and the environment from a sustainable development perspective.

4) The ability to expand engineering and related fields

- Ability to evaluate technical proposals from a holistic and interdisciplinary perspective;
- Be able to understand and master engineering management and economic decision-making methods, and can be applied in a multidisciplinary environment;
- Be able to adapt to competitive environment and complete challenging tasks.

5) Ability to communicate internationally

- Basic foreign language listening, speaking, reading and writing skills;
- Have a certain international perspective, able to carry out basic communication and exchange in a cross-cultural context.

6) Teamwork ability

- Ability to work as a team member and communicate effectively with other members in a multi-disciplinary background team;
- Capable of working independently or cooperatively in a team and can organize and coordinate team members to achieve goals.”

0 Appendix: Programme Learning Outcomes and Curricula

The following **curriculum** is presented:

Table 3 Student Workload in Every Semester

S	Module	Type	Chinese CP	ECTS CP	Work Load		Competence fields
					Contact Hours	Self-Study Hours	
1	Advanced Mathematics I (1)	L	5	5	80	70	Mathematics and Physics
	Basic Application of Information Technology	P	1	2	32	28	Informatics Courses
	Major Introduction	L	1	1	16	14	Engineering Foundations
	College English	L	4	4	64	56	Foreign Language Courses
	Ideology and Morality and Rule of Law	L	3	3	48	42	General Courses
	Military Theory	L	1	2	36	24	
	Situation and Policy	L	2	4	64	56	
	College Physical Education (I)	L&P	1	2	36	24	
	Safety Education	L&P	1	1	16	14	
	Military Training and Entrance Education	P	1	2	30	30	
	Labor Education Practice	P	1	2	30	30	
Aesthetic Education Practice	P	1	2	30	30		
2	Advanced Mathematics I (2)	L	6	6	96	84	Mathematics and Physics
	College Physics I	L&P	3	3	48	42	Mathematics and Physics
	C Language Programming	L&P	3	4	64	56	Informatics Courses
	Engineering Drawing	L	2	2	32	28	Engineering Foundations
	English Extension Course (I)	L	4	4	64	56	Foreign Language Courses
	"Four Histories" Education Issue	L	1	1	16	14	General Courses
	College Physical Education (II)	L&P	1	2	36	24	
	Labor Education	L	1	1	16	14	
	Mental Health Education for College Students	L&P	2	2	40	20	
	Metalworking Practice	P	1	2	30	30	Practice Courses
Cognitive Practice	P	1	2	30	30		
3	Linear Algebra	L	2	2	32	28	Mathematics and Physics
	Complex Variable Function and Integral Transformation	L	2	2	32	28	
	College Physics Experiment	P	1	2	32	28	
	Data Structure	L&P	3	3.5	56	49	Informatics

0 Appendix: Programme Learning Outcomes and Curricula

							Courses
	Analog Electronics Technology	L&P	4	4.5	72	63	Engineering Foundations
	Fundamentals of Circuit Analysis	L&P	3	3.5	56	49	
	English Extension Course (II)	L	2	2	32	28	Foreign Language Courses
	Outline of Modern Chinese History	L	2	2	32	28	General Courses
	College Physical Education (III)	L&P	1	2	36	24	
	Aesthetic Education	L	1	1	16	14	
	Writing and Communication	L	1	1	16	14	
	Electrical and Electronic Practice	P	1	2	30	30	Practice Courses
	Electives Module	L	3	3	48	42	
4	Probability Statistics	L	2	2	32	28	Mathematics and Physics
	MATLAB Simulation and Application	L&P	2	3	48	42	Informatics Courses
	Sci-tech Document Retrieval	L	1	1	16	14	
	Digital Electronic Technology	L&P	3.5	4	64	56	Engineering Foundations
	Signal and System	L&P	3.5	4	64	56	
	Computer Network	L&P	3	3.5	56	49	
	English Extension Course (III)	L	2	2	32	28	Foreign Language Courses
	Basic Principles of Marxism	L	3	3	48	42	General Courses
	College Physical Education (IV)	L&P	1	2	36	24	
	Social Practice	P	1	2	30	30	
	Electronic Technology Course Design	P	1	2	30	30	Practice Courses
	Computer Network Course Design	P	1	2	30	30	
5	Electromagnetic Fields and Waves	L&P	3.5	4	64	56	Engineering Foundations
	Principles of Communication	L&P	4.5	5	80	70	
	Digital Signal Processing	L&P	3.5	4	64	56	Engineering Application
	Principle and Application of Micro Controller Unit	L&P	3.5	4	64	56	
	Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics	L	2	2	32	28	General Courses
	Major English	L	1	1	16	14	Foreign Language Courses

0 Appendix: Programme Learning Outcomes and Curricula

	Digital Signal Processing Course Design	P	1	2	30	30	Practice Courses
	Principle and Application of Micro Controller Unit Course Design	P	1	2	30	30	
	Electives Module	L&P	4.5	5	80	70	
6	High Frequency Electronic Circuit	L&P	3	3.5	56	49	Engineering Foundations
	Mobile Communication	L&P	3	3.5	56	49	Engineering Application
	Professional Frontier Lecture	L	1	1	16	14	
	Principle and Application of DSP	L&P	2.5	3	48	42	
	Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era	L	3	3	48	42	General Courses
	Principle and Application of DSP Course Design	P	1	2	30	30	Practice Courses
	Mobile Communication Course Design	P	1	2	30	30	Practice Courses
	Electives Module	L&P	5	5.5	88	77	
7	Digital Image Processing	L&P	2.5	3	48	42	Engineering Application
	Principles and Applications of Embedded System	L&P	2.5	3	48	42	
	Graduation Practice	P	4	8	120	120	Practice Courses
	Electives Module	L&P	13.5	14.5	232	203	
8	Ideological and Political Theory Course Practice	P	2	4	64	56	General Courses
	Bachelor's Thesis	P	12	24	240	480	Bachelor's Thesis