



ASIIN Certification Report

Associate Degree Programmes
Computer Network Technology
Mechatronics Technology

Provided by
Taishan College of Science and Technology

Version: 16 December 2025

Table of Content

A About the Certification Process	3
B Characteristics of the Associate Degree Programmes.....	4
C Peer Report for the ASIIN Certificate	13
1. Content, Structure and Implementation	13
2. Examination: System, Policy and Implementation	26
3. Resources: Staff and Infrastructure	29
4. Quality Management: Monitoring and Continuous Improvement	35
5. Documentation and Transparency.....	38
D Additional Documents	42
E Comment of the Provider (20.12.2024)	43
F Summary: Expert recommendations (24.01.2025)	44
G Decision of the Certification Commission (Circulation Procedure in January 2025)	47
H Fulfilment of Requirements	50
Analysis by the Peer Panel (17 November 2025).....	50
Decision of the Certification Commission (16.12.2025)	53

A About the Certification Process

Title of the Degree Programmes	Previous certification
Computer Network Technology	
Mechatronics Technology	
Date of the contract: 19.04.2024 Submission of the final version of the self-assessment report: 07.10.2024 Date of the onsite visit: 4./5.11.2024 at: Taishan College of Science and Technology	
Peer panel: Prof. Dr. Dirk Dahlhaus, University of Kassel; Prof. Dr. Christoph Rappl, University of Applied Sciences Deggendorf; Thomas Rauss, Magna Steyr China; Bayes Zhou, PhD student at Zhejiang University	
Representative of the ASIIN headquarter: Dr. Siegfried Hermes	
Responsible decision-making committee: Certification Commission	
Criteria used: Standards for the Certification of (Further) Education and Training for courses and modules related to Computer Sciences, Technology, Natural Sciences and Business Economics as of 26.06.2020. Standards and Guidelines for Quality Assurance in the European Higher Education Area as of 15 May 2015.	

In order to facilitate the legibility of this document, only masculine noun forms will be used hereinafter. Any gender-specific terms used in this document apply to both women and men.

B Characteristics of the Associate Degree Programmes

a) Name of the course/module	b) Degree awarded upon conclusion	c) Corresponding level of the European Qualifications Framework	d) Mode of Study	e) Duration & Credit Points	f) First time of offer & Intake rhythm	g) Number of students per intake	h) Fees
Computer Network Technology	Associate Degree	5	Full time	6 Semester 160 CP	Autumn 2004 Fall semester	88 / term	RMB 19,800 p.a.
Mechatronics Technology	Associate Degree	5	Full time	6 Semester 160 CP	Autumn 2004 Fall semester	150 / term	RMB 19,800 p.a.

For the Computer Network Technology programme, the self-assessment report states the following **intended learning outcomes**:

- R1 Be able to master the knowledge of mathematics, natural sciences, and engineering sciences required for the major and used to solve practical engineering problems.
- R2 Ability to apply basic principles of mathematics, natural sciences, and engineering sciences to identify, articulate, and analyze engineering problems through literature research in order to reach valid conclusions.
- R3 Be able to design solutions to engineering problems, design to meet specific needs, and demonstrate a sense of innovation in the design process, taking into account social, health, safety, legal, cultural, and environmental considerations.
- R4 Be able to research and practice engineering problems based on scientific principles and using the scientific method.
- R5 Be able to develop, select and use appropriate techniques, resources, and modern tools for engineering problems, be able to predict and model engineering problems, and be able to understand their limitations.

B Characteristics of the Associate Degree Programmes

- R6 Be able to evaluate the social, health, safety, legal, and cultural impacts of professional engineering practices and solutions to engineering problems based on sound analysis and understanding of responsibilities based on engineering-related background knowledge.
- R7 Be able to understand and evaluate the impact of engineering practices on environmental and social sustainability in response to engineering problems.
- R8 Humanities and social sciences literacy, social responsibility, and the ability to understand and comply with engineering ethics and norms and fulfill responsibilities in the practice of engineering.
- R9 Be able to take on the roles of individual, team member, and leader in a team in a multidisciplinary context.
- R10 Ability to communicate and interact effectively with industry peers and the public on engineering issues, including writing reports and designing manuscripts, presenting speeches, and articulating or responding to instructions clearly, with some international exposure and the ability to read relevant specialized literature in English.
- R11 Understand and master the principles of engineering management and economic decision-making methods and be able to apply them in a multidisciplinary environment.
- R12 Awareness of self-directed and lifelong learning and the ability to continuously learn and adapt to development.

The following **curriculum/teaching design** is presented:

B Characteristics of the Associate Degree Programmes

module name	curriculum			Semester1		Semester2		Semester3		Semester4		Semester5		Semester6		note	
	Curriculum name	category	Attribute	credits	credit hours	credits	credit hours	credits	credit hours	credits	credit hours	credits	credit hours	credits	credit hours		
Algorithms and Mathematics	Advanced Mathematics I (Part 1)	Theory	Compulsory	6	180												
	Advanced Mathematics I (Part 2)	Theory	Compulsory			6	180										
	Introduction to Linear Algebra	Theory	Compulsory					3	90								
	Introduction to Probability and Statistics	Theory	Compulsory					5	150								
	Data Structure	Theory Practice	Compulsory					2 1	60 30								
Analysis, Design, Implementation and Project Management	Programming Fundamentals (C language)	Theory	Compulsory	2	60												
		Practice		2	60												
	Web Technology Fundamentals	Theory	Compulsory			2	60										
		Practice				2	60										
	Routing and Switching Technology Training	Practice	Compulsory							4	120						
	Network Operation and Maintenance Training	Practice	Compulsory							4	120						
	Network integrated wiring technology	Theory	Elective	Choose one from two									1	28			
Practice		2											56				
Wireless network technology application	Theory	Practice	Choose one from two									1	28				
	Practice											2	56				
Network system integration	Theory Practice	Compulsory										2 2	60 60				
Graduation Design (Thesis)	Practice	Compulsory												8	240		

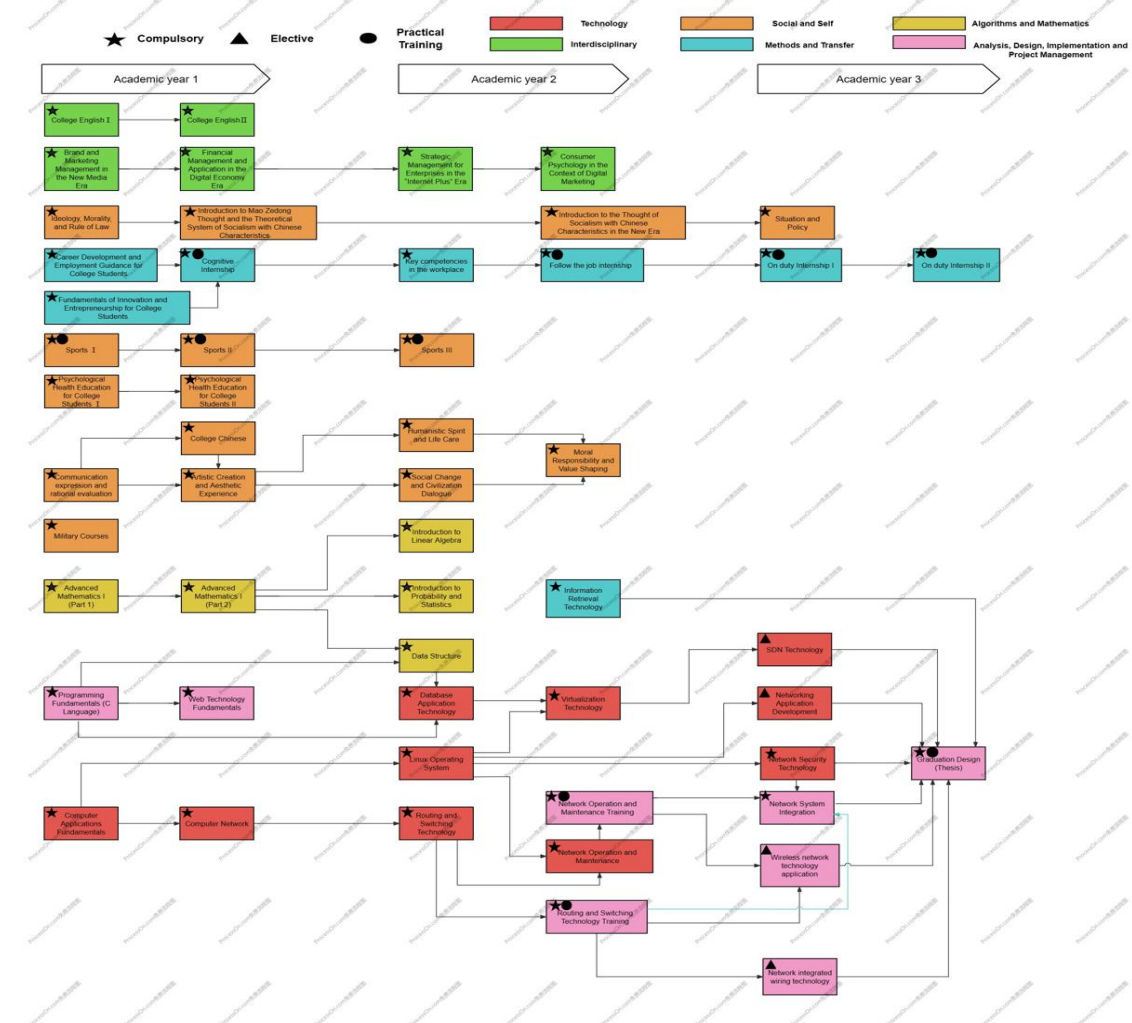
B Characteristics of the Associate Degree Programmes

Technology	Linux Operating System	Theory	Compulsory					2	60										
		Practice	Compulsory					2	60										
	Database Application Technology	Theory	Compulsory					2	60										
		Practice	Compulsory					2	60										
	Computer Network	Theory	Compulsory			2	60												
		Practice	Compulsory			2	60												
	Routing and Switching Technology	Theory	Compulsory						2	60									
		Practice	Compulsory						3	90									
	Computer Applications Fundamentals	Theory	Compulsory	2	60														
		Practice	Compulsory	2	60														
Network Operation and Maintenance	Theory	Compulsory								2	60								
	Practice	Compulsory								2	60								
Virtualization Technology	Theory	Compulsory								1	30								
	Practice	Compulsory								3	90								
Network Security Technology	Theory	Compulsory										1	30						
	Practice	Compulsory										3	90						
SDN Technology	Theory	Elective	Choose one from two										1	28					
Practice											2	56							
Networking Application Development	Theory												1	28					
	Practice												2	56					
Interdisciplinary	Brand and Marketing Management in the New Media Era	Theory	Compulsory	2	52														
	Financial Management and Application in the Digital Economy Era	Theory	Compulsory			2	52												
	Strategic Management for Enterprises in the "Internet Plus" Era	Theory	Compulsory					2	52										
	Consumer Psychology in the Context of Digital Marketing	Theory	Compulsory							2	52								
	College EnglishI	Theory	Compulsory	3	90														
	College EnglishII	Theory	Compulsory			3	90												
Social and Self	Ideology, Morality, and Rule of Law	Theory	Compulsory	1	26														
	Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics	Theory	Compulsory			1	26												
	Introduction to the Thought of Socialism with Chinese Characteristics in the New Era	Theory	Compulsory							1	26								
	Situation and Policy	Theory	Compulsory									1	26						
	Psychological Health Education for College Students I	Theory	Compulsory	1	26														
	Psychological Health Education for College Students II	Theory	Compulsory			1	26												
	College Chinese	Theory	Compulsory			2	52												
	Sports I	Practice	Compulsory	1	26														
	Sports II	Practice	Compulsory			1	26												
	Sports III	Practice	Compulsory						1	26									
	Social Change and Civilization Dialogue	Theory	Compulsory						1	26									
	Communication expression and rational evaluation	Theory	Compulsory	1	26														

B Characteristics of the Associate Degree Programmes

	Humanistic Spirit and Life Care	Theory	Compulsory					1	26								
	Moral Responsibility and Value Shaping	Theory	Compulsory							1	26						
	Artistic Creation and Aesthetic Experience	Theory	Compulsory			1	26										
	Military Courses	Theory	Compulsory	1	26												
		Practice	Compulsory	1	26												
Methods and Transfer	Cognitive Internship	Practice	Compulsory			2	56										
	Career Development and Employment Guidance for College Students	Theory	Compulsory	1	26												
	Information Retrieval Technology	Practice	Compulsory							3	90						
	Fundamentals of Innovation and Entrepreneurship for College Students	Theory	Compulsory	1	26												
	Key competencies in the workplace	Theory	Compulsory					1	26								
	Follow the job internship	Practice	Compulsory							4	120						
	On duty Internship I	Practice	Compulsory									10	300				
	On duty Internship II	Practice	Compulsory											16	480		
	credits/credit hours in total				27	770	27	774	30	876	27	794	25	734	24	720	

Course Plan Structure of Computer Network Technology



For the Mechatronics Technology programme, the self-assessment report states the following **intended learning outcomes**:

- R1 Acquire the necessary knowledge of ideological and political theories, basic knowledge of science and culture, and knowledge of Chinese excellent traditional culture. Familiar with product marketing, project management, business management and other related knowledge.
- R2 Acquire basic knowledge of drawing mechanical, electrical and other engineering drawings. Acquire specialized knowledge of engineering mechanics, mechanical principles, mechanical design, machining, hydraulics and pneumatics, and other technologies.
- R3 Professional knowledge of technologies such as electrical and electronics, sensors and detection, motors and drag, motion control, PLC control, industrial robot programming and commissioning.
- R4 Master the installation and commissioning of typical mechatronics equipment, maintenance and repair and other comprehensive knowledge of electromechanical. Understand the installation and commissioning of electromechanical equipment, maintenance and repair of relevant national standards and safety norms.
- R5 Ability to learn through inquiry, lifelong learning, analyzing and problem solving. Good verbal and written expression and communication skills.
- R6 Ability to apply and maintain information technology necessary for the program. Be able to read all kinds of mechanical and electrical drawings, and be able to use computerized drawing. Be able to select and use common instruments and tools, be able to carry out the selection of common mechanical and electrical components.
- R7 Able to assemble and debug according to equipment drawings and technical requirements. Ability to design, program and commission control systems for mechatronic equipment.
- R8 Ability to troubleshoot and repair mechatronic equipment. Ability to perform operational management, maintenance and commissioning of mechatronic equipment.
- R9 To establish a correct outlook on life, the world and values, to be diligent and studious, to be physically fit, to strive for advancement, and to have the ambition and sense of responsibility to serve modernization and construction.

B Characteristics of the Associate Degree Programmes

R10 To revere the Constitution, abide by the law and discipline, be virtuous and good, be honest and trustworthy, respect life, love labor, fulfill ethical codes and behavioral norms, and have a sense of social responsibility and social participation.

R11 Quality awareness, environmental awareness, safety awareness, information literacy, craftsmanship, and innovative thinking. Courage to struggle, optimism, self-management ability, awareness of career planning, strong collective consciousness and teamwork spirit.

R12 : Have a healthy body, mind and sound personality, master basic sports knowledge and 1 – 2 sports skills, develop good fitness and hygiene habits, as well as good behavioral habits. Have certain aesthetic and humanistic qualities and be able to develop 1 – 2 artistic specialties or hobbies.

The following **curriculum/teaching design** is presented:

Module Name	Course			semester 1		semester 1		semester 1		semester 1		semester 1		semester 1		note
	Course Name	typology	Attribute	credits	class hour	credits	class hour	credits	class hour	credits	class hour	credits	class hour	credits	class hour	
Mathematics and computer fundamentals	Advanced Mathematics I (Volume 1)	Theory	Computory	3	90											
	Advanced Mathematics I (Volume 2)	Theory	Computory			3	90									
	Fundamentals of College Computer	Theory Practice	Computory	2	60											
	Fundamentals of Programming(C Language)	Theory Practice	Computory			2	60	1	30							
Engineering Technology Module	Engineering Graphics	Theory Practice	Computory	2	60											
	Electrical and Electronic Technology	Theory Practice	Computory			3	90	1	30							
	Engineering Mechanics	Theory Practice	Computory					3	90	1.5	45					
	Fundamentals of Mechanical Design	Theory Practice	Computory					3	90	1	30					
	MotorsandElectricDrives	Theory Practice	Computory					2	60	1.5	45					
	Principle and Application of PLC	Theory Practice	Computory					1	30	2	60					

B Characteristics of the Associate Degree Programmes

	Motion Control Technology	Theory	Compu Isory							2.5	75							
		Practic e									0.5	15						
	Advanced Manufacturing	Theory	Compu Isory								1.5	45						
		Practic e									1.5	45						
	Hydraulic and Pneumatic Transmission	Theory	Compu Isory								2	60						
		Practic e									1	30						
	Engineering Testing Technology	Theory	Compu Isory								2	60						
		Practic e									1	30						
Programming and Debugging of Industrial Robots	Theory	Compu Isory										2	60					
	Practic e											1	30					
Fault Diagnosis and Maintenance of Mechanical and Electrical Equipment	Theory	Compu Isory										1.5	45					
	Practic e											0.5	15					
Graduation Project (Thesis)	Practic e	Compu Isory												8	240			
Engineering Practice Module	Computer Graphics (CAD)	Practic e	Compu Isory		4	120												
	Single Chip Microcomputer Application Technology	Practic e	Compu Isory									3	90					
	3D Solid Modeling and 3D Printing	Practic e	Electiv e															
	Three dimensional design of mechanical and electrical products	Practic e	(Eithe r/or)				4	120										
	Mechatronics project practice	Practic e	Electiv e															
	Mechatronics System Design	Practic e	(Eithe r/or)										5	150				
	Electro-mechanical practical training	Practic e	Compu Isory							4	120							
	Metallurgical training	Practic e	Compu Isory				4	120										
	CNC machining process and programming	Practic e	Compu Isory							3	90							
Spanning several branches of science	Brand and Marketing Management in the Era of New Media	Theory	Compu Isory	2	52													
	Financial Management and Application in Digital Economy Era	Theory	Compu Isory				2	52										
	Enterprise Strategic Management in the Era of "Internet+"	Theory	Compu Isory									2	52					
	Consumer Psychology in the Context of Digital Marketing	Theory	Compu Isory									2	52					
	College English (Volume 1)	Theory	Compu Isory	3	90													
	College English (Volume 2)	Theory	Compu Isory			3	90											
	College Chinese	Theory	Compu Isory			2	52											
	Creative Writing	Theory	Compu Isory			2	52											
	Ideologies, Ethics and the Rule of Law	Theory	Compu Isory	1	26													
	Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics	Theory	Compu Isory			1	26											
	Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era	Theory	Compu Isory							1	26							
	The Modern History of European Civilization	Theory	Compu Isory							2	52							
	Top-teacher Class	Theory	Compu Isory									2	52					
	Safety Education	Theory	Compu Isory	1	26													

B Characteristics of the Associate Degree Programmes

Society and self	Situation and Policy	Theory	Compu Isory			1	26										
	Guidance for College Students' Mental Health I	Theory	Compu Isory	1	26												
	Guidance for College Students' Mental Health II	Theory	Compu Isory			1	26										
	Physical Education 1	Practice	Compu Isory	1	26												
	Physical Education 2	Practice	Compu Isory			1	26										
	Physical Education 3	Practice	Compu Isory					1	26								
	Quenching Leadership	Practice	Compu Isory	1	26												
	From Fiction to Film	Theory	Compu Isory	2	52												
	Military Training	Theory Practice	Compu Isory	1 1	26 26												
Methodology and transferability	Career Development and Employment Guidance for College Students	Theory	Compu Isory	1	26												
	Fundamentals of Innovation and Entrepreneurship for College Students	Theory	Compu Isory	1	26												
	Cognitive Practice	Practice	Compu Isory			2	56										
	Key Career Abilities	Theory	Compu Isory					1	26								
	Post Following Practice	Practice	Compu Isory							4	120						
	Post Practice 1	Practice	Compu Isory									10	300				
	Post Practice 2	Practice	Compu Isory											16	480		
Credit/class hour statistics						27	758	27	774	27	794	28	820	27	794	24	720

C Peer Report for the ASIIN Certificate

1. Content, Structure and Implementation

Criterion 1.1 Learning outcomes of the course/module

Evidence:

- Respective chapter of the SAR
- Appendices B1 and B2 Modules and Curricula Handbook; C1 and C2 Programme Handbook
- Appendices C3 and C4 Graduate Employment Market Analysis Reports
- Appendices C5 and C6 Annual Employment Quality Report for each programme
- Appendix C8 Expected achievement score of the Computer Network Technology programme
- Appendix C13 Implementation Method for Evaluation of Achievement of Curriculum Learning Outcomes
- Audit discussions

Preliminary assessment and analysis of the peers:

The expert team considers that both programmes present intended LOs that are generally feasible, reflect the desired level of qualification, and are aligned with current technological and economic developments. However, deficiencies in connecting these outcomes explicitly to occupational profiles and labor market demands hinder full compliance with the standard.

For the CNT programme, the intended LOs emphasize a strong foundation in engineering sciences, modern tool usage, and problem-solving (e.g., R1–R5). Outcomes such as R6 and R7 address societal, ethical, and sustainability considerations, while R10 and R11 highlight communication, teamwork, and management skills. Practical application is further supported by initiatives like school-enterprise partnerships and subject competitions, which reportedly enhance students' self-study and project management capabilities. Despite these positive aspects, the programme lacks a clear and transparent connection between these LOs and specific occupational profiles, such as network operator, network engineer, or network security consultant. Although such roles were not only mentioned during the

audit, but were clearly identified in the “graduate employment market analysis” conducted by TCST, they are not explicitly linked to the programme’s LOs. Furthermore, the lack of publicly available documentation connecting these profiles to the LOs limits their accessibility to stakeholders.

Similarly, the MEC programme integrates technical and interdisciplinary competencies with holistic development. Outcomes such as R2–R5 focus on technical expertise in mechanical and electrical systems, while R10–R12 emphasize communication, ethics, and lifelong learning. Hands-on skills, such as assembling and debugging equipment (R7, R8), align well with industry requirements. Nonetheless, the programme also exhibits gaps in connecting these outcomes to specific occupational pathways, such as roles in equipment maintenance or operations within small and medium enterprises. And again, although audit findings and results from TCST’s “graduate employment market analysis” highlight strong employment outcomes and related job perspectives, qualification profiles are not directly linked to the LO’s of the programme. As with the CNT programme, the lack of transparency in communicating occupational profiles and their linkage to LOs limits stakeholder access to critical information.

Both programmes benefit from robust institutional efforts to enhance employability. Measures such as early career guidance, targeted professional skills courses, and frequent job fairs contribute to a 95% employment rate for graduates despite challenging economic conditions. School-enterprise cooperation and internships further strengthen practical training and professional readiness. However, these efforts do not address the core deficiency: the explicit and systematic linkage of programme LOs to occupational profiles and labor market demands.

In conclusion, while the CNT and MEC programmes articulate comprehensive and forward-looking LOs, they do not yet fully meet the requirements of the standard. The institution must specify the occupational profiles of graduates and ensure these are closely linked to the programme LOs, e.g. by using the results from their employment market analyses and tracer studies or other mechanisms, to plausibly demonstrate alignment with labor market needs. Furthermore, these profiles and their alignment with the intended LOs must be communicated transparently and made publicly accessible to stakeholders. This means that TCST should build on what it already has (LOs, labour market analysis and tracer studies) to meet the needs. Addressing these issues will strengthen the relevance, transparency, and accountability of the programmes, ensuring they better meet the expectations of the standard.

Criterion 1.2 Contents and Structure

Evidence:

- Relevant chapter of the SAR
- Appendices B1 and B2 Modules and Curricula Handbook; C1 and C2 Programme Handbook
- Appendix C Revision and Management Process of programme handbook
- Appendices C1 and C2 Curricula and Study plans
- Appendix E3 Notice on the issuance of The Administrative Measures for Graduation Internship of Taishan College of Science and Technology (Trial), TCST, No. 135, 2022
- Appendices B3 and B4 School-enterprise co-operations
- Appendix I Contract List for Computer Network Technology Internship Base
- Appendix I1 Mechatronics technology internship base contract list
- Appendix T Cooperation Agreements with Some International Institutions
- Appendix T1 Documents Related to the School's Internationalization Promotion
- Appendix T2 Teachers' English Improvement Programme
- Appendix T3 Student English Enhancement Programme
- Appendix T4 School IELTS Programme Offerings.pdf
- Audit discussions

Preliminary assessment and analysis of the peers:

The evaluation of the Computer Network Technology (CNT) and Mechatronics Technology (MEC) programmes reveals considerable efforts by TCST to align the content and structure of both programmes with their intended learning outcomes. The programmes are designed to balance theoretical knowledge with practical training and include mechanisms for professional exposure through internships and industry collaborations.

However, certain deficiencies remain that must be addressed to achieve full compliance with the standard. These gaps concern the inclusion of prerequisite knowledge, alignment of advanced topics, integration of project management skills, and the inclusion of state-of-the-art technologies.

Computer Network Technology (CNT)

The CNT programme is structured around six main areas (G1–G6), covering essential domains such as algorithms and mathematics, network technologies, interdisciplinary skills,

and self-directed learning. Practical learning accounts for 52.5% of the curriculum, meeting national quality standards for junior colleges. The programme incorporates relevant foundational and technical knowledge, such as programming, network engineering, and cybersecurity. Advanced topics, including Software-Defined Networking (SDN), are integrated to prepare students for modern technological trends. Additionally, internships are a key feature of the programme, facilitated through agreements with up-to-date 26 companies, ensuring students gain practical exposure.

Despite these strengths, significant issues have been identified:

- *Prerequisite knowledge:* The inclusion of Linear Algebra within the curriculum raises concerns. While the course prepares students for further academic pursuits, such as Bachelor's studies, it does not convincingly align with the applied focus of the associate degree. This misalignment risks overloading students with content that may not directly support their immediate professional development.
- *Project management:* Although project management is referenced in the programme structure (G2), audit findings revealed that the competencies related to this area are not adequately integrated into the curriculum or supported by module descriptions. This omission undermines the development of an essential skill set for network technology professionals.
- *State-of-the-Art technologies:* While the programme includes modern technological components, critical areas such as cloud computing are notably absent. Cloud computing is a foundational concept in contemporary network engineering and its omission limits the programme's ability to fully prepare students for current industry demands.

Mechatronics Technology (MEC)

The MEC programme is similarly structured around six areas (G1–G6), with an emphasis on interdisciplinary engineering knowledge, practical skills, and professional competencies. Practical credits constitute 55% of the curriculum, exceeding national standards and ensuring students gain significant hands-on experience. The programme's technical modules address critical areas such as mechanical and electrical engineering, automation, and mechatronics system design. Internships, supported by partnerships with industry leaders like Lu-pointe Group and Taikai Power Switch Co., further enhance professional readiness.

However, the programme also faces challenges:

- *Prerequisite knowledge:* Key topics such as probability theory and automatic control are treated as supplementary, with students often directed to self-study or online resources. This approach fails to ensure that all students acquire the foundational

knowledge required for advanced modules like Mechatronic System Design. Probability theory, for instance, is critical for understanding product reliability and failure analysis but is inconsistently covered.

- *Project management:* Similar to the CNT programme, project management competencies are insufficiently addressed. Although referenced in programme objectives, they are not fully integrated into the curriculum or module descriptions.
- *Alignment with advanced technology:* While the MEC programme includes robust training in traditional and emerging mechatronics fields, there is limited incorporation of cutting-edge technologies such as robotics advancements or Industry 4.0 concepts. These omissions reduce the programme's relevance to rapidly evolving industry standards.

Theory-practice integration

Both programmes demonstrate a commendable balance between theoretical content and practical application. The structure dedicates over 50% of total credits to practical training, exceeding national standards. For CNT, the curriculum bridges theoretical knowledge, such as programming and algorithms, with applied modules like network security and virtualization, enabling students to handle real-world engineering challenges. MEC emphasizes a similar integration, teaching mechanical and electrical systems alongside practical modules like debugging, system assembly, and maintenance. In the audit meeting, students explicitly highlighted the hands-on nature of their programmes, particularly in enhancing their employability. However, some students noted an imbalance between theoretical and practical content, particularly in areas where essential theoretical foundations were left to self-study, such as probability theory in MEC. As mentioned earlier, addressing these gaps would further strengthen the integration of theory and practice.

Internship

Internships are a major strength of both programmes. Students benefit from well-structured practical placements facilitated through partnerships with a multitude of companies in the field. For CNT, these include agreements with enterprises focused on network engineering and cybersecurity, while MEC partners with companies in manufacturing, robotics, and mechatronics. Students confirmed during the audit that they received substantial support from TCST in securing internships, including guidance from faculty and industry mentors. Weekly reports and regular site visits ensure a high standard of supervision. Additionally, government subsidies incentivize enterprises to provide high-quality placements. Students and faculty emphasized the critical role of internships in bridging academic learning with professional practice, with many students gaining employment in companies where they interned. However, the experts suggest to further clarifying the integration of thesis

work into internships in an effort to ensure a structured approach that aligns with programme objectives.

Mobility

Student mobility opportunities are offered in both programmes but remain limited. The institution provides short-term and long-term mobility options, primarily through partnerships with Korean institutions and summer exchange programmes in Europe. While students have benefited from these initiatives, the audit revealed several constraints. The College does not host incoming international students due to infrastructural and administrative barriers, limiting the reciprocity of exchange programmes. Additionally, participation in long-term mobility remains low, with only nine students from the two programmes studying abroad in the past two years. Some students reported difficulty balancing mobility opportunities with their academic requirements. Expanding support for mobility programmes and increasing international partnerships would enhance the global exposure of students, particularly in an increasingly interconnected job market. While the experts acknowledge TCST's efforts to improve the English language skills of students through integrating language training in the curriculum, they also observe that internationalisation of the degree programmes would require TCST to increase its commitment to language training not just for the students but also for the lecturers. With respect to the teachers, this also results from TCST's own inquiry into the language proficiency of the teaching staff (see Appendix T5). Progress could be realised, e.g., through language courses, core courses given in English, visiting professors, student and teacher exchange, etc. The expert team recommends accordingly.

Summary assessment: Common strengths

Both programmes demonstrate a strong alignment with industry demands and expectations. Extensive school-enterprise partnerships ensure that students have ample internship opportunities, with companies providing both technical and organizational mentorship. These collaborations not only enhance students' hands-on skills but also facilitate a seamless transition into the labour market. Additionally, the inclusion of entrepreneurship and innovation competitions further strengthens the professional readiness of students, encouraging self-directed learning and practical application of knowledge. The institution's emphasis on internationalization, through partnerships with Korean and European institutions, in combination with an improved language training, also supports student mobility and global competence.

Critical issues across programmes

Despite the strengths outlined, there are systemic issues that must be addressed to align the programmes more closely with the standard:

1. *Prerequisite knowledge:* Both programmes include advanced fundamental courses that are not fully justified within the associate degree context. For CNT, Linear Algebra appears misaligned with the immediate professional focus. For MEC, essential knowledge in probability theory and automatic control is treated as optional or supplementary, leaving gaps in students' preparation for advanced modules.
2. *Project management:* Neither programme adequately incorporates project management skills into the curriculum, despite their importance in professional practice. This gap is particularly concerning as project management is explicitly referenced in programme objectives.
3. *State-of-the-Art technologies:* While the programmes cover foundational and emerging topics, there are notable omissions in areas critical to modern practice. Cloud computing in CNT and advanced robotics in MEC are examples of such gaps, which limit the programmes' ability to fully prepare students for current and future industry demands.

The institution is encouraged to build on its strengths while addressing the identified gaps to achieve full compliance with the standard.

Criterion 1.3 Didactics

Evidence:

- Relevant chapter of the SAR
- Appendices B1 and B2 Modules and Curricula Handbook; C1 and C2 Programme Handbook
- Appendix E The Assurance Process of Teaching Quality
- Appendix L Schedule of Teachers' Lectures
- Appendix M Summary of Teaching Evaluation of Teachers
- Appendix N Teaching Evaluation
- Audit discussions

Preliminary assessment and analysis of the peers:

The analysis of the didactics employed in the CNT and MEC programmes demonstrates a significant emphasis on interactive, student-centered learning approaches and a structured balance between theoretical and practical teaching.

Computer Network Technology (CNT)

The CNT programme uses a range of teaching methods, including lectures, discussions, experiments, case studies, and flipped classrooms. These methods aim to balance knowledge delivery and active student participation. Practical teaching, such as experiments and internships, is prioritized to ensure students can apply theoretical knowledge to real-world engineering problems. Techniques like case studies and enterprise practice help students bridge the gap between academic knowledge and professional application.

Digital teaching, while partially incorporated, is underutilized in CNT. Online courses are mainly used for supplementary self-study, with limited integration into core teaching activities. While some process assessments rely on monitoring online activity, digital teaching methods such as e-learning platforms or interactive virtual simulations are not yet fully developed.

Students confirmed during the audit that the practical components, such as experiments and internships, are well-integrated and effective in reinforcing learning. However, while flipped classrooms encourage personalized learning and teacher-student interaction, the programme has limited use of seminars or similar formats where students could engage in collaborative or presentation-based activities to further enhance active learning.

Mechatronics Technology (MEC)

The MEC programme similarly employs diverse teaching methods, including lectures, experiments, case studies, and enterprise practice. The emphasis on group experiments ensures that students can collaboratively apply theoretical concepts in practical settings, particularly in areas such as mechanical and electrical systems. Enterprise practice is another strength, allowing students to gain hands-on experience under the joint guidance of school and enterprise mentors.

Students reported that practical courses are highly valued for their relevance to professional practice. However, like CNT, the programme does not fully exploit seminar formats for student engagement. While students in some modules are required to lead discussions or present topics, these activities are not uniformly implemented across the curriculum. This limits opportunities for students to develop advanced communication and presentation skills.

Digital teaching in MEC is also limited to supplementary activities, such as watching instructional videos or engaging in online self-study. While these tools are beneficial, they are not seamlessly integrated into the didactic framework to enhance the interactive teaching-learning process.

Summary assessment: Strengths

Both programmes employ a variety of methods, including heuristic and case-based approaches, flipped classrooms, and enterprise practice. These methods promote active student participation and enhance the application of theoretical knowledge to real-world scenarios.

Practical teaching links, such as experiments and internships, are a significant strength. Both programmes ensure that these activities align with professional demands, giving students valuable exposure to industry practices.

The institution has established robust mechanisms for evaluating teaching effectiveness, including feedback from co-teachers and students. This ensures that teaching methods are regularly reviewed and adapted to address deficiencies and enhance learning outcomes.

Areas for improvement

Although digital tools are already being used, their application is mainly limited to supplementary learning. Therefore, the provision of appropriate software-based didactic approaches could be an asset for the future. Greater use of digital infrastructure, such as virtual laboratories or interactive simulations, could help students to master complex concepts. The expert team suggests moving in this direction.

Furthermore, while some modules adopt innovative methods like flipped classrooms, others rely heavily on traditional lectures. Ensuring a consistent application of interactive teaching methods across modules could enhance the overall learning experience. The experts recommend accordingly.

As noted above, both programmes also underutilise seminar-based learning, which could provide opportunities for students to engage in peer-to-peer discussions, develop presentation skills, and take on leadership roles. Expanding seminar formats, especially in practical modules, could then strengthen active learning and communication skills. This is recommended by the experts.

In summary, both programmes demonstrate commendable efforts in employing diverse teaching methods and aligning them with learning outcomes. However, enhancing digital teaching concepts, expanding seminar formats, and ensuring consistency across modules

would strengthen the didactic framework and thus contribute to an even more convincing alignment with the standard.

Criterion 1.4 Admission requirements

Evidence:

- Respective chapter of the SAR
- Appendix P Admission Information for CNT Programme
- Appendix P1 MEC Programme Enrollment Information
- Audit discussions

Preliminary assessment and analysis of the peers:

The admission requirements for the CNT and MEC programmes at TCST reflect a transparent and binding framework that aligns with national and provincial regulations. Overall, these criteria ensure that admitted students possess the foundational knowledge and competences necessary to achieve the programmes' intended LOs. Furthermore, the admissions process is designed to promote fairness, openness, and compliance with government standards, ensuring a rigorous and equitable selection process.

The admission process is based on the national college entrance examination of the People's Republic of China, which serves as the principal pathway for all applicants. This examination ensures that candidates have completed high school or an equivalent education level, providing a uniform and measurable standard of prior knowledge. The requirements include general academic qualifications and adherence to broader national principles. These stipulations guarantee that the baseline knowledge of admitted students aligns with the academic demands of the programmes.

In addition to adhering to national regulations, the admissions process incorporates flexibility to address regional and programme-specific needs. TCST develops province-by-province and programme-specific enrolment plans to ensure equitable access across regions. For provinces with sequential or parallel voluntary filing systems, the institution prioritizes candidates based on their scores. Where necessary, adjustments to enrolment plans are made to balance application imbalances across regions or majors. As the experts understand, this ensures optimal allocation of resources and opportunities for prospective students.

For the CNT programme, additional admission pathways are available, including comprehensive assessment, registration-based admission, and veterans' admission programmes. These options demonstrate a commitment to inclusivity and align with national policies promoting access for diverse applicant groups. The MEC programme follows the same standardized admission process but does not include the additional flexibility offered by CNT. Nevertheless, both programmes are grounded in the principle of selecting candidates based on merit and preparedness.

The admission framework emphasizes transparency and procedural integrity. TCST strictly adheres to the principle of "universities are responsible, and admissions offices supervise," as mandated by the Education Law of the People's Republic of China. As a result, the criteria, processes, and outcomes of the admissions process are clearly communicated and accessible to all stakeholders. Furthermore, candidates who are not admitted receive explanations, enhancing the perception of fairness and accountability. The institution also complies with established charging standards, ensuring that fees are transparent and regulated.

While the general admission criteria support the achievement of learning outcomes, there is limited documentation of mechanisms for compensating missing knowledge or competences. The rigorous entrance examination mitigates this issue by ensuring a baseline level of preparedness among students. However, the SAR does not elaborate on specific remedial measures or support systems for students who might lack certain competences. For instance, students admitted through flexible pathways in the CNT programme may benefit from targeted interventions, such as preparatory modules or supplementary courses. The lack of such formal measures does not appear to compromise educational quality, but documenting these practices would further enhance alignment with the standard.

Nonetheless, quality assurance measures are an integral part of the admissions framework as well. TCST regularly reviews its admission policies and processes to ensure compliance with Ministry of Education regulations and to address any procedural gaps. The institution's ability to adjust enrolment plans based on application patterns demonstrates a proactive approach to managing its admissions system. These practices ensure that the admission regulations consistently support the achievement of the intended LOs.

Summary assessment

In conclusion, the admission requirements for the CNT and MEC programmes fully comply with the standard. The criteria and procedural rules are transparent, binding, and ensure that admitted students have the requisite prior knowledge and competences. While the current framework is robust, the institution could further enhance its practices by formalizing compensatory mechanisms for students admitted through non-traditional pathways. The expert team suggests that these adjustments should be considered as they would

strengthen the admissions framework and support the institution's commitment to providing high quality education.

Criterion 1.5 Workload

Evidence:

- Respective chapter of the SAR
- Appendices C14 and F1 (identical) Administrative Measures for Students Workload Monitoring
- Appendix C 15 Self-study hours and deviation rate statistics (CNT programme only)
- Audit discussions

Preliminary assessment and analysis of the peers:

The workload management for the CNT and MEC programmes at TCST demonstrates a structured credit system and a commitment to aligning workload with the achievement of learning outcomes. TCST employs a dual credit system, converting Chinese credits to the European Credit Transfer and Accumulation System (ECTS) credits to estimate and communicate workloads. A Chinese credit for theory and experimental courses corresponds to 16 teaching hours, while practical teaching credits are calculated as one week of study. The ECTS conversion assumes 26-30 hours of workload per credit, including both teaching and self-study components. Self-study hours encompass tasks such as review, homework, lab reports, consultations, and exam preparation. This calculation results in an annual average of 53.3 ECTS credits, or 26.6 per semester, and 160 ECTS credits required for graduation after three years.

The programme structure generally balances workload across semesters, with a reduction in the final two semesters to focus on internships and employment preparation. The fifth semester splits time between coursework and off-campus internships, while the sixth semester is dedicated entirely to internships, guided jointly by academic and industry mentors. This structure aims to equip students with practical skills and professional readiness without overburdening them.

TCST has implemented mechanisms to monitor actual student workload systematically. Surveys are conducted each semester by course leaders, counselors, and class teachers to compare planned and actual workloads, and adjustments are made as necessary. However,

the surveys are not conducted anonymously, as evidenced by the personalized data provided in the SAR (for the CNT programme). This methodology may lead to biased results, as students could feel constrained in reporting their experiences accurately. Consequently, the reliability of workload data used for curricular adjustments could be compromised, raising concerns about the validity of the findings.

In terms of programme-specific considerations, the CNT programme benefits from detailed workload data that demonstrates active monitoring and alignment with learning outcomes. For the MEC programme, no specific workload data is provided, although its structure appears to follow a similar pattern. This lack of data prevents a comprehensive assessment of workload management for MEC.

Summary assessment

Overall, the workload framework ensures that students have a realistic chance of achieving the intended LOs within the designated time. However, the lack of anonymous surveys challenges full compliance with the standard. TCST must ensure that workload surveys are conducted anonymously to eliminate potential bias and provide reliable data for workload adjustments.

Final assessment of the peers after the comment of the Provider regarding criterion 1:

The experts are thankful for the additional information provided with regard to workload evaluation in the MEC programme. On a closer inspection, the results of the workload evaluation suggest only marginal deviations from the initially calculated time invest – thus far similar to the CNT programme. Nevertheless, the experts reiterate their concern that an individualised monitoring practice could negatively affect the validity of the results. Relevant discrepancies could also be identified if students' workloads were evaluated anonymously. The expert team therefore considers it necessary for TCST to move in this direction. (see Section F below, Requirement 4).

Otherwise, the experts note that TCST waives the opportunity to comment on their assessment of this criterion. In summary, they consider that the requirements of the criterion are not fully met. They confirm the following requirements and recommendations proposed on the day of the audit.

Programme learning outcomes (ASIIN 1.1)

Occupational profiles close to the learning objectives of the programme need to be specified, adequately communicated and made publicly available (see Section F below, Requirement 1).

Curriculum and Structure (ASIIN 1.2)

The basics of project management will have to be addressed more adequately in respective modules (see Section F below, Requirement 2).

In addition, TCST needs to make sure that students are introduced to working with recent state-of-the-art technologies in both programmes (see Section F below, Requirement 3).

The experts recommend that TCST make further efforts to develop the English language skills of both teachers and students (see Section F below, Recommendation 1).

For the CNT programme, it will be necessary to either drop or include in the electives area more advanced undergraduate courses that serve only as a basis for entry into the bachelor programme (see Section F below, Requirement 8).

By contrast, for the MEC programme, it must be ensured that all necessary knowledge is included as mandatory part of the curriculum (see Section F below, Requirement 9).

Didactics (ASIIN 1.3)

As mentioned in their preliminary assessment, the experts suggest incorporating seminar formats more consistently across both programmes to foster active student participation and the development of presentation and communication skills (see Section F below, Recommendation 2).

Additionally, the experts recommend promoting a broader and more consistent use of interactive methods, such as flipped classrooms and group discussions, to ensure alignment with the intended learning outcomes (see Section F below, Recommendation 3).

Workload (ASIIN 1.5)

TCST is required to develop an anonymous monitoring approach for students' workloads (see Section F below, Requirement 4).

2. Examination: System, Policy and Implementation

Evidence:

- Respective chapter of the SAR
- Appendix F Learning and Examination System [exam regulations]
- Appendix X Assessment Method for Computer Network Technology Programme Courses
- Appendix X1 Courses and methods of assessment of the Mechatronics Technology

- Appendix C8 The expected achievement score of Computer Network Technology programme [statistics for CNT programme only]
- Audit discussions

Preliminary assessment and analysis of the peers:

The examination system at TCST for the CNT and MEC programmes reflects a structured and regulated approach designed to assess the achievement of LOs in a consistent and transparent manner. The variety of examination formats and the distribution of assessments throughout the semester align with the intended LOs of the courses and ensure students are adequately prepared. However, the expert team identified areas where improvements can further align the system with best practices, particularly in diversifying examination types.

The examination methodology includes written tests, oral exams, practical assessments, and course papers. Written examinations are typically closed-book and structured to evaluate theoretical knowledge, while practical assessments and course reports allow for the demonstration of applied skills. For example, in programming courses within the CNT programme, the final grade comprises 50% for written exams, 30% for experimental scores, and 20% for regular class assessments, which include task-based reports. Similarly, the MEC programme emphasizes practical evaluations through laboratory-based courses, where 20% of the grade derives from regular assessments, 30% from experimental performance, and 50% from final exams. This structure reflects a commitment to assessing both theoretical understanding and practical skills.

During the onsite visit, the expert team reviewed exemplary examinations and graduation theses from both programmes. These samples generally demonstrate alignment with the intended LOs and were of an adequately challenging standard.

Further, the experts note that examinations are organized to ensure sufficient preparation time for students. In accordance with this, exams are scheduled during designated weeks at the semester's end, with flexibility for elective modules to arrange their assessments within the prescribed period. For courses assessed through graduation design or thesis work, students are supported by a three-tier management system involving faculty, teaching and research departments, and mentors. In the eyes of the experts, these comprehensive arrangements ensure students can complete their theses independently while maintaining regular contact with supervisors, including those from partner enterprises. Graduation theses are evaluated through a combination of supervisor and assessor grades, each contributing 50% to the final mark.

The examination system includes measures to manage examination loads effectively. Students typically undertake an average of seven exams per semester, with additional coursework assessments distributed throughout the term. This balance ensures a manageable workload while maintaining the rigor necessary for achieving the intended LOs. The expert team noted that the failure rate in core courses is below 10%, and a well-established make-up exam policy allows students who fail an exam to retake it without disrupting their course progression. Students may repeat a course indefinitely if necessary, although most students pass on subsequent attempts, reflecting the effectiveness of the system.

The expert team also reviewed digital teaching and assessment. While traditional written exams dominate, some online examinations and digital submissions are used. Students are informed of the technical requirements for these assessments, ensuring readiness for digital components. Overall, use of digital assessment tools remains limited.

Quality assurance measures for examinations are embedded in the system, with examination papers prepared in two versions (A and B) to ensure fairness and reliability. Standard answers and grading protocols further enhance consistency. Post-exam reviews and score analyses are conducted to verify the validity and reliability of assessments. However, the expert team noted that while examination statistics are available, the evaluating of these statistics and the follow-up actions based on findings remain unclear.

Despite the already mentioned strengths, the expert team identified areas for improvement. Most examinations appear to rely heavily on written tests, often in the form of multiple-choice questions, with only limited use of oral exams or innovative assessment formats such as project-based or portfolio assessments. For example, while graduation theses require a presentation component, oral exams are generally absent across other courses. Expanding the variety of examination types to include methods such as presentations, group projects, or problem-solving exercises would better align assessments with the diverse LOs of the degree programmes.

Summary assessment

The expert team finds that the examination system at TCST generally complies with the standard. The structured approach ensures that assessments align with intended LOs and maintain fairness and transparency. The examination load is tolerable, and provisions for make-up exams and course retakes are adequate. The integration of practical assessments, particularly in laboratory-based courses and graduation theses, demonstrates a strong emphasis on applied skills.

To enhance compliance and further align with international best practices, the expert team nevertheless recommends increasing the variety of examination types in accordance with

the LOs of courses. Expanding the use of oral exams, project-based assessments, and digital formats would diversify assessment methods, provide more comprehensive ways of measuring students' competences and better reflect the multifaceted nature of their education. Additionally, the experts suggest improving the clarity and application of quality assurance mechanisms, particularly in analysing examination statistics and implementing follow-up measures, as this would further strengthen the system's effectiveness.

Final assessment of the peers after the comment of the Provider regarding criterion 2:

As TCST has not commented on the experts' assessment of compliance with this criterion, the experts confirm their initial conclusions and consider the standards concerning the examination system mostly fulfilled.

Increasing the variety of the examination types in accordance with the intended learning outcomes of courses would raise the alignment with the programme learning objectives (see Section F below, Recommendation 4).

3. Resources: Staff and Infrastructure

Criterion 3.1 Staff and Staff development
--

Evidence:

- Respective chapters of the SAR
- Appendices A1 and A2 Teachers' Manual for each degree programme
- Appendices D1 and D2 Lists of awards of teachers in both degree programmes
- Appendices G and G2 Performance of teachers in both degree programmes (related to research activities, conference contributions and publications)
- Appendix L Schedule of Teachers' Lectures and Lab teaching (templates)
- Appendix M Summary of Teaching Evaluation of Teachers (template)
- Appendix N Teaching Evaluation by students (indicators and relevant regulation)
- Appendix T2 Teachers' English Improvement Programme
- Appendix Y Teaching workload calculation method
- Appendix Z Student Handbook
- Audit discussions

Preliminary assessment and analysis of the peers:

The teaching staff for the CNT and MEC programmes are appropriately qualified to meet their respective programme objectives, with a balanced mix of academic credentials and practical industry experience. While overall staff qualifications and workload appear sufficient, ensuring the integration of state-of-the-art technologies into the curriculum requires a nuanced and multidimensional approach (see also Criterion 1.2).

Staff Qualifications

The staff for CNT comprises 21% with doctoral degrees, while MEC has 22%, and both programmes feature a significant proportion of professors and associate professors (47% for CNT and 41% for MEC). This distribution ensures an academically robust teaching team, further supported by the dual-teacher model, particularly strong in MEC (100%), but significant also in CNT (58%). The dual-teacher approach bridges academic theory and industry practice, enhancing programme relevance.

External professors, while representing only a small proportion of faculty (18% in CNT and 3% in MEC), contribute to programme diversity and expertise. As the experts learn, their involvement is strategically limited to ensure that teaching is essentially carried out by full-time staff, thus maintaining continuity and consistent quality.

While teaching loads of approximately 192 hours per semester (roughly 10 hours per week) allow sufficient capacity for curriculum-related responsibilities, the integration of cutting-edge technologies into teaching requires not just time but also continuous access to industry developments, specialized training, and collaborative initiatives. Faculty qualifications and industry backgrounds provide a solid foundation, but sustaining and enhancing this expertise over time will require proactive measures, such as regular updates to professional development initiatives, industry partnerships, and collaborative projects. These measures are particularly relevant given the rapidly evolving nature of fields like CNT and MEC.

Staff Development

The institution provides a range of staff development opportunities, including training programmes, research funding, and performance incentives, which are commendable in supporting both the professional growth of teaching staff and the quality of the CNT and MEC programmes. While these measures align well with current programme needs, modest enhancements in areas such as state-of-the-art technologies and language proficiency would further strengthen the institution's strategic position.

The SAR highlights structured teacher development initiatives, such as pre-service training, mentorship, and enterprise job placements. Faculty are supported in pursuing advanced

qualifications, with one or two teachers per year per programme enabled to undertake doctoral studies or specialized training. This approach contributes to the long-term goal to increase the proportion of doctoral-level faculty to 30%, an objective that supports continued academic capacity building.

Staff development is also critical in ensuring that state-of-the-art technologies are effectively integrated into the curriculum. The institution's efforts in this regard combined with its emphasis on dual-teacher models provide a strong foundation for this objective. However, maintaining alignment with cutting-edge developments will require systematic partnerships with industry and research institutions, as well as targeted professional development that keeps faculty skills and knowledge up to date.

The SAR does not explicitly address the English proficiency of teaching staff, but internationalization is increasingly important for the institution's strategic goals. Enhancing language skills through targeted English training, introducing select English-taught modules, and increasing engagement with visiting professors and exchange programmes would strengthen the institution's position in the global academic landscape. These measures would also benefit students, who are likely to encounter English as the dominant language in their professional fields.

Student support structure

The institution's student support structure is a multi-layered system that provides comprehensive guidance and counselling services, ensuring that students in both programmes receive personalised support throughout their academic journey.

Key strengths include the effective use of academic mentors, counsellors, and corporate mentors, which ensures tailored career guidance and life counselling. The mentoring framework is further enriched by class supervisors and interdisciplinary mentors, fostering a collaborative and supportive learning environment. The integration of initiatives such as the Dean's Reception Day, communal meal days, and structured parent feedback mechanisms highlights a proactive approach to student well-being and academic success.

Summary assessment

The staff resources and development measures largely meet the requirements of the standard. The qualifications, experience, and workload of the teaching staff support the achievement of the LOs of the CNT and MEC programmes. However, keeping up with technological advances is key and this issue needs to be addressed by the TCST. Another area for improvement, although not of immediate concern, is improving the English language skills of teachers.

Criterion 3.2 Institutional Environment, financial and material resources
--

Evidence:

- Respective chapters of the SAR
- Appendices H and H1 Laboratory Information for each degree programme
- Appendices I and I1 Contract Lists for Internship Base for each degree programme
- Appendices K and K1 Overview of investments in lab facilities for each degree programme
- Appendix T Cooperation Agreements with Some International Institutions
- Appendix T1 Documents Related to the School's Internationalization Promotion
- Audit discussions

Preliminary assessment and analysis of the peers:

Institutional Environment and Funding Stability

TCST demonstrates financial stability through a diversified funding model comprising investments from its organizers – Chongqing Xiangmei Education Investment Co., Ltd. and Taian Jason Investment Co., Ltd. – along with student tuition fees, accommodation fees, and government grants. These organizer investments play a critical role in sustaining the institution's operations and funding key developments, including the construction and maintenance of laboratories and other programme-related facilities.

Each programme receives an annual budget allocation of 500,000 CNY, with additional capital investments of 16 million CNY for CNT and 12 million CNY for MEC made over the past five years. These funds ensure the programmes' ongoing functionality and quality. Additionally, the institution's financial independence allows it to operate effectively, even with fluctuations in enrolment numbers. However, no detailed financial forecast has been provided to confirm funding and sustainability for the five-year certification period and beyond the current cohorts, requiring further clarification.

Laboratory and Infrastructure Quality

The laboratory facilities are a standout feature of the institution. CNT provides nearly 2,500 square meters of laboratory space equipped with 1,400 devices, while MEC offers 2,000 square meters with 1,500 devices. Onsite inspections by the expert team confirmed the high quality of these facilities, which effectively support the programmes' practical learning components and align with their intended learning outcomes.

While students expressed a preference for more modern computing devices, the expert team considers the current equipment as adequate for meeting programme needs. However, the experts also observed that some laboratory facilities are not or hardly accessible to students with disabilities. Improving accessibility to all lab facilities for these students is therefore strongly recommended to promote inclusivity and equity of access.

Library and Digital Infrastructure

The library and digital teaching platforms effectively support student learning. The library houses 400,000 books, subscribes to 80+ online databases, and provides access to numerous high-level Chinese and international journals. The institution's digital teaching platform, the 'Teaching Affairs System,' facilitates independent learning and resource sharing, enhancing the educational experience.

However, students have noted the limited availability of English-language, field-specific literature in the library. Expanding the collection of such resources would strengthen support for academic progress, particularly for students aiming to engage with international research and professional communities.

Industry Collaborations

Both programmes benefit from strong industry partnerships, with CNT collaborating with 26 companies in the Shandong region and MEC partnering with firms such as Lupointe Group and Shandong Taikai Power Switch Co., Ltd. These collaborations provide valuable opportunities for internships and hands-on training, bridging theory and practice.

However, most partnerships are concentrated in the Shandong region. Expanding the geographical scope of industry collaborations to include other regions and international enterprises would enhance the professional development opportunities available to students and strengthen the programmes' visibility on a broader scale.

Risk Management and Quality Assurance

TCST demonstrates resilience in managing financial and operational risks, ensuring budgetary independence from enrolment fluctuations. Measures to maintain infrastructure, such as periodic updates to laboratory equipment and adherence to safety standards, ensure the facilities remain aligned with educational needs. Nonetheless, the experts consider that a strategy for mitigating long-term risks, such as resource shortages or funding interruptions, which apparently does not exist currently, would further enhance institutional preparedness.

Summary assessment

The institutional environment and material resources for the CNT and MEC programmes demonstrate significant strengths, particularly in financial stability (as far as can be judged from the available information), laboratory quality, and digital teaching infrastructure. The expert team positively notes the substantial investments by the organizers, which have been critical in enabling the programmes' operations and development. The very good quality of laboratory facilities and the comprehensive campus infrastructure are major assets for the institution.

Despite these strengths, the evidence provided does not fully comply with the standard due to the identified deficiencies and gaps. Specifically, laboratory accessibility for students with disabilities represents a critical shortfall that must be addressed to ensure equitable access. Additionally, a detailed financial forecast for the five-year certification period is necessary to confirm the long-term sustainability of the programmes.

While the current infrastructure is commendable, enhancing the library's English-language literature and broadening industry partnerships beyond the Shandong region would further support the programmes' internationalisation and professional development goals. Addressing these areas will reinforce the institution's ability to sustain high-quality education and meet evolving academic and industry standards.

Final assessment of the peers after the comment of the Provider regarding criterion 3:

The experts thank the TCST for its comments on the institution's budgeting and the prospective financial basis of the programmes for the coming years. However, in order to make a meaningful assessment of the sustainability of TCST's financial base, it would have been more helpful not only to provide a forecast of income development, but also to complement this information with a corresponding overview of expected expenditure. Although TCST has unfortunately omitted this information, the experts consider that the available information, from which certain conclusions can be drawn about the financial situation, is sufficient to assume that the programmes will be adequately funded throughout the certification period.

As there is no further comment of the College on the experts' assessment of its resource base, the experts confirm their initial judgement and consider that TCST meets the requirements of the standard.

Notwithstanding this overall judgment, the experts note that there is room for improvement in a number of areas:

English language skills

As mentioned above, TCST is strongly encouraged to further develop the English language skills of both teachers and students, which is crucial not least for students who will encounter English as the dominant language in their professional fields (see above, criterion 1.2, and below, Section F, Recommendation 1).

Access to Laboratories

The experts noted limited accessibility of at least some laboratories for students with disabilities. They initially considered that this issue should be addressed as a priority by TCST. This applies to missing lifts, doorsills and other issues that make it literally impossible for people with even moderate disabilities to attend degree programmes. Clearly, it would take massive investment and time to change this, certainly more than a few months. On reflection, the experts acknowledge the significant efforts already made by the College to ensure equal opportunities for all students, including, in particular, those with disabilities. As they conclude that the College is clearly aware of the importance of the issue, they consider that a recommendation will encourage further efforts to remove existing barriers without placing an undue burden on the College (see Section F below, Recommendation 5).

Field-specific literature / Library stock

Based on feedback from the students, the experts recommend enlarging the stock of field-specific literature in the library in order to support the students study progress (see Section F below, Recommendation 6).

Industry partnerships

As also mentioned above, the experts encourage the College to extend its industry network beyond Shandong and close-by regions (see Section F below, Recommendation 7).

4. Quality Management: Monitoring and Continuous Improvement

Quality assurance and enhancement
--

Evidence:

- Respective chapter of the SAR
- Appendix C3 Graduate Employment Market Analysis Report; Graduate Employment Questionnaire; Questionnaire on Employment Expectations of University Students (CNT degree programme)

- Appendix C4 Research Report on Employment Market Demand; Graduate Employment Questionnaire; Questionnaire on Employment Expectations of University Students (MEC degree programme)
- Appendix C5 Employment Quality Report of the Computer Networking Technology Programme Graduates as of July 2024
- Appendix C6 Employment Quality Report of the Mechatronics Technology Programme Graduates as of January 2024
- Appendix C13 Implementation Method for Evaluation of Achievement of Curriculum Learning Outcomes
- Appendix C14 Workload Monitoring and Management Practices
- Appendix G Performance of Computer Network Technology Teachers
- Appendix G2 Performance of Teachers in Mechatronics Technology
- Appendix M Summary of Teaching Evaluation of Teachers (template)
- Appendix N Teaching Evaluation by students (indicators and relevant regulation)
- Appendix T5 Analysis Report of Teachers' English Proficiency Test
- Audit discussions

Preliminary assessment and analysis of the peers:

The CNT and MEC programmes at TCST benefit from a comprehensive framework for quality assurance, aimed at ensuring high teaching standards and continuous programme improvement. While many mechanisms are in place to support this goal, the experts also observed some notable gaps in the involvement of stakeholders and the integration of feedback processes, which limit full compliance with the standard.

Quality Assurance System and Stakeholder Involvement

The quality assurance system is structured across internal and external evaluations. Internally, the institution conducts teaching quality assessments each semester, monitoring graduation projects, teaching content, and examination materials. These evaluations involve both college- and university-level supervision, ensuring a consistent review process. Teachers engage in peer evaluations, and students assess teaching quality at the end of each semester, providing valuable insights for improvement.

Externally, feedback is collected from employers during recruitment and internship collaborations, and alumni are informally engaged through platforms like WeChat. This input is

used to revise training plans and teaching methods, reflecting a strong connection to industry needs. While these mechanisms demonstrate a commitment to stakeholder engagement, there is only limited evidence of structured processes to ensure that feedback from students, alumni, and employers is systematically integrated into programme development.

Student Involvement in Decision-Making

Although the institution organizes teaching evaluations and has a student council, students have reported a lack of clear feedback or visible outcomes from their participation. Moreover, the student council does not appear to play an active role in college decision-making processes. Stronger involvement of students in committees and formal mechanisms would ensure that their voices are adequately represented in programme governance, fostering a more inclusive approach to quality assurance.

Feedback Cycles and Continuous Improvement

The institution collects extensive data on teaching quality, student performance, graduation rates, and employment outcomes. Both CNT and MEC boast unusual high graduation and employment rates. While these outcomes are commendable, the processes for utilizing this data to inform continuous improvement could be more clearly defined. Currently, there is insufficient evidence of fully closed feedback cycles that demonstrate how stakeholder input directly influences curriculum updates and teaching practices.

Alumni Engagement and Industry Feedback

The alumni network and employer relationships are valuable assets, providing insights into the relevance of programme content and its alignment with workforce needs. However, the informal nature of alumni interactions limits their impact on curriculum review. More formalized and frequent engagement with alumni as a feedback mechanism could strengthen the alignment of the programmes with professional requirements and enhance their responsiveness to industry trends.

Summary assessment

While the quality management system for the CNT and MEC programmes is comprehensive and well-structured, the evidence provided does not yet fully meet the requirements of the standard.

In particular, students' participation in the college's governance structures, such as decision-making committees, is limited and requires improvement to ensure their concerns and suggestions are effectively addressed. Additionally, although external feedback from em-

ployers and alumni is collected, it appears not to be systematically utilized to close feedback loops and drive continuous improvement. Alumni engagement in particular could play a more formalized role in the review and development of the curriculum, providing structured input on programme relevance and industry alignment. Enhancing the quality assurance mechanisms to ensure better use of feedback will contribute to a more dynamic and responsive system of programme improvement.

Final assessment of the peers after the comment of the Provider regarding criterion 4:

As TCST had no further comments on the quality assurance system in place for the study programmes, the experts maintain their initial assessment and conclusions. Accordingly, they consider that the requirements for quality management are not yet fully met.

Student participation

For reasons stated above, students participation in the decision-making committees of the College needs to be increased adequately (see Section F below, Requirement 5).

Quality assurance / Feedback cycles

The experts clearly recommend continually strengthen feedback cycles of the existing QA mechanisms (see Section F below, Recommendation 8).

Quality assurance / Alumni network

The experts also suggest to more effectively use the already existing alumni network for the further development of the study programmes (see Section F below, Recommendation 9).

5. Documentation and Transparency

Criterion 5.1 Module descriptions
--

Evidence:

- Relevant chapter of the SAR
- Appendices B1 and B2, Modules and Curricula Handbook of the degree programmes
- Audit discussions

Preliminary assessment and analysis of the peers:

TCST provides key information about the modules/courses in a module handbook for each programme. The experts understand that ‘modules’ are considered catalogues of related

courses grouped under a meaningful heading. 'Courses' are therefore the relevant self-contained teaching and learning units.

The module/course handbooks contain information and data such as semester of teaching, language of teaching, credits, type of course, workload, prerequisite course(s), course objectives, content of the course, examination format, and so on. The module handbooks thus provide the relevant stakeholders, in particular students and teachers, with all necessary information about each course. It is also considered helpful that the manuals include a revision history, which informs about the latest version, as well as an overview of all modules/courses and a table of contents providing a useful structure. For the CNT programme, this list is hyperlinked to the corresponding course description, and the experts suggest that this should also be done for the MEC programme for ease of reading. It could not be validated whether the manuals are available on the website of the college or through other communication channels to key stakeholders.

In addition, the experts note that the prerequisite knowledge is not presented consistently both in the modules/courses and in the programmes. It also appears that in some cases different English names are used for apparently identical modules/courses. There are also inconsistencies in the list of courses as presented in the overview, in the table of contents and in the descriptions themselves. Occasionally courses are missing from one of these, for example '3D Solid Modelling and 3D Printing' in the table of contents. In most cases, these are minor editorial errors that will need to be removed in a revised version. Evidence must also be provided that the revised version is available to key stakeholders, either on the TCST website or through other appropriate communication channels.

Criterion 5.2 Relevant documents

Evidence:

- Relevant chapter of the SAR
- Appendix Z Student Handbook
- TCST website
- Audit discussions

Preliminary assessment and analysis of the peers:

TCTS has established and implemented all the rules and regulations concerning study and examinations, admission, progression and graduation for the programmes under review.

The expert team also recognizes that TCST provides a compact reader with all relevant information for students ('Student Handbook').

However, with regard to the Diploma Supplement (DS), nothing could be found in the annexes to the SAR that resembles the UNESCO/European Commission/Council of Europe version of such a document. The DS provides a detailed description of its holder's learning outcomes and of the nature, level, context, content and status of each component of study. The purpose of this mobility tool is to improve international transparency and fair academic and professional recognition of qualifications. It should also include transparency tools, such as information on the national qualifications framework and on the characteristics of the national higher education system, to enable external stakeholders (foreign universities or international companies) to assess the performance of graduates.

Similarly, the team of experts is not in a position to verify the certificates and/or Transcript of Records (ToR) as regular documents of completion of studies. The TCST is requested to provide samples of the Diploma Supplement (if available) and the Certificate/ToR for each programme together with its statement to this report.

Final assessment of the peers after the comment of the Provider regarding criterion 5:

Based on its findings, the expert team considers that the requirements of this criterion are not yet fully met.

Module handbook

Module handbooks need to be revised and adapted according to the guidance provided in this report (see criterion 1.2 above). In addition, TCST shall ensure that the revised module descriptions are made available to all relevant stakeholders (see Section F below, Requirement 6).

Diploma Supplement or equivalent

The experts take note of the model certificates attached to the College's comments on the report. However, these certificates do not provide the requested complementary information on programmes and on the individual performance of graduates. For the purposes of transparency and comparability, as explained above, a Diploma Supplement or equivalent document should be issued on a regular basis. Evidence of this should be provided (see Section F below, Requirement 7). The TCST may refer to the European version

of the Diploma Supplement to facilitate the production of a Diploma Supplement adapted to local needs.¹

¹ Cf. e.g. <https://europass.europa.eu/en/diploma-supplement-example-documents>

D Additional Documents

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

- D 1. Financing and continuation of the programmes after the last batch being admitted, and a forecast for the certification period (altogether five years) [ASIIN 3.2]
- D 2. Sample Diploma Supplement and graduation certificate/ToR for each programme [ASIIN 5.2]
- D 3. MEC programme: Workload evaluation results [ASIIN 1.5]

E Comment of the Provider (20.12.2024)

The institution provided a statement addressing the financing and continuation aspect of the degree programmes under review as well as additional documents on the following issues:

- Results of evaluation of students' workload in the Mechatronics Technology programme (for Academic Years 2021 – 2023)
- Sample diploma and graduation certificate for each degree programme

F Summary: Expert recommendations (24.01.2025)

Taking into account the additional information and the comments given by TCST, the experts summarize their analysis and **final assessment** for the award of the ASIIN certificate as follows:

Programme	ASIIN Certificate	Maximum duration of certification	Alignment to a Qualification Framework Level
Computer Network Technology	awarded with requirements	30.09.2030	5
Mechatronics Technology	awarded with requirements	30.09.2030	5

Requirements

For both degree programmes

- A 1. (ASIIN 1.1) Specify the occupational profile of graduates close to the programme learning objectives (e.g., by using the results of the tracer studies), communicate them clearly and transparently, and make them publicly available.
- A 2. (ASIIN 1.2) Introduce the students to the basics of project management as indicated in the respective module title.
- A 3. (ASIIN 1.2, 3.1) Take appropriate steps to ensure that relevant recent state-of-the-art technologies are taught in the programme.
- A 4. (ASIIN 1.5) Ensure that workload surveys are carried out on an anonymous basis.
- A 5. (ASIIN 4) Ensure student participation in the decision-making committees of the college, e.g., by a more active role of the student council.
- A 6. (ASIIN 5.1) Revise and adapt the module handbooks as indicated in the report (prerequisite knowledge, English course titles, course representations in overview, table of contents and descriptions). Ensure that they are accessible to the relevant stakeholders, in particular students and teachers/lecturers.

- A 7. (ASIIN 5.2) Ensure the issuance of a Diploma Supplement or equivalent document of completion containing information about the educational objectives, intended learning outcomes, the structure and the qualification level of the study programme as well as about the individual performance of the graduate.

For the CNT programme

- A 8. (ASIIN 1.2) Either dismiss or include into the electives area more advanced fundamental courses (e.g., Linear Algebra) solely providing the basis for entry into the next (Bachelor) programme.

For the MT programme

- A 9. (ASIIN 1.2) Ensure that all necessary knowledge (including advanced prerequisite knowledge/e.g., probability theory and automatic control) is mandatory part of the curriculum.

Recommendations

For both programmes

- E 1. (ASIIN 1.2, 3.1) It is strongly recommended to further develop the English proficiency of both teachers and students, e.g., through language courses, core courses given in English, visiting professors, student and teacher exchange, etc.
- E 2. (ASIIN 1.3) It is recommended to incorporate seminar formats more consistently, especially in practical and professional modules, to foster active student participation and the development of presentation and communication skills.
- E 3. (ASIIN 1.3) It is recommended to promote a broader and more consistent use of interactive methods, such as flipped classrooms and group discussions, to ensure alignment with the intended learning outcomes.
- E 4. (ASIIN 2) It is recommended to increase the variety of the examination types in accordance with the intended learning outcomes of courses.
- E 5. (ASIIN 3.2) It is strongly recommended to support equal access to laboratories and other facilities for persons with disabilities.
- E 6. (ASIIN 3.2) It is recommended to equip the library with more field-specific literature in English to support the students study progress and the internationalisation of the programme.

F Summary: Expert recommendations (24.01.2025)

- E 7. (ASIIN 3.2) It is recommended to extend the range of industry partnerships beyond Shandong and close-by regions.
- E 8. (ASIIN 4) It is recommended to enhance and strengthen the existing quality assurance mechanisms in order to more effectively close feedback cycles.
- E 9. (ASIIN 4) It is highly recommended to more intensively use the Alumni network as a feedback mechanism for the review and development of the curriculum.

G Decision of the Certification Commission (Circulation Procedure in January 2025)

Assessment and analysis for the award of the ASIIN Certificate:

The Certification Commission follows the assessment and judgment on compliance with the certification standards of the review team without any changes.

The Certification Commission decides to award the ASIIN certificate as follows:

Programme	ASIIN Certificate	Maximum duration of Certification	Alignment to a Qualification Framework Level
Computer Network Technology	awarded with requirements for one year	30.09.2030	5
Mechatronics Technology	awarded with requirements for one year	30.09.2030	5

Requirements

For both degree programmes

- A 1. (ASIIN 1.1) Specify the occupational profile of graduates close to the programme learning objectives (e.g., by using the results of the tracer studies), communicate them clearly and transparently, and make them publicly available.
- A 2. (ASIIN 1.2) Introduce the students to the basics of project management as indicated in the respective module title.
- A 3. (ASIIN 1.2, 3.1) Take appropriate steps to ensure that relevant recent state-of-the-art technologies are taught in the programme.
- A 4. (ASIIN 1.5) Ensure that workload surveys are carried out on an anonymous basis.
- A 5. (ASIIN 4) Ensure student participation in the decision-making committees of the college, e.g., by a more active role of the student council.
- A 6. (ASIIN 5.1) Revise and adapt the module handbooks as indicated in the report (prerequisite knowledge, English course titles, course representations in overview, table

of contents and descriptions). Ensure that they are accessible to the relevant stakeholders, in particular students and teachers/lecturers.

- A 7. (ASIIN 5.2) Ensure the issuance of a Diploma Supplement or equivalent document of completion containing information about the educational objectives, intended learning outcomes, the structure and the qualification level of the study programme as well as about the individual performance of the graduate.

For the CNT programme

- A 8. (ASIIN 1.2) Either dismiss or include into the electives area more advanced fundamental courses (e.g., Linear Algebra) solely providing the basis for entry into the next (Bachelor) programme.

For the MT programme

- A 9. (ASIIN 1.2) Ensure that all necessary knowledge (including advanced prerequisite knowledge/e.g., probability theory and automatic control) is mandatory part of the curriculum.

Recommendations

For both programmes

- E 10. (ASIIN 1.2, 3.1) It is strongly recommended to further develop the English proficiency of both teachers and students, e.g., through language courses, core courses given in English, visiting professors, student and teacher exchange, etc.
- E 2. (ASIIN 1.3) It is recommended to incorporate seminar formats more consistently, especially in practical and professional modules, to foster active student participation and the development of presentation and communication skills.
- E 3. (ASIIN 1.3) It is recommended to promote a broader and more consistent use of interactive methods, such as flipped classrooms and group discussions, to ensure alignment with the intended learning outcomes.
- E 4. (ASIIN 2) It is recommended to increase the variety of the examination types in accordance with the intended learning outcomes of courses.
- E 5. (ASIIN 3.2) It is strongly recommended to support equal access to laboratories and other facilities for persons with disabilities.

- E 6. (ASIIN 3.2) It is recommended to equip the library with more field-specific literature in English to support the students study progress and the internationalisation of the programme.
- E 7. (ASIIN 3.2) It is recommended to extend the range of industry partnerships beyond Shandong and close-by regions.
- E 8. (ASIIN 4) It is recommended to enhance and strengthen the existing quality assurance mechanisms in order to more effectively close feedback cycles.
- E 9. (ASIIN 4) It is highly recommended to more intensively use the Alumni network as a feedback mechanism for the review and development of the curriculum.

H Fulfilment of Requirements

Analysis by the Peer Panel (17 November 2025)

Requirements

For all degree programmes

- A 1. (ASIIN 1.1) Specify the occupational profile of graduates close to the programme learning objectives (e.g., by using the results of the tracer studies), communicate them clearly and transparently, and make them publicly available.

First Treatment	
Experts	<p><i>Not decided</i></p> <p>Statement:</p> <ul style="list-style-type: none">a) Objection: The material provided by the university does not constitute an occupational profile. The translation of the Chinese texts on the provided link cannot be considered as an occupational profile in the proper sense.b) Fulfilment: The TCST provided the website showing several high-quality employments of graduates and showcasing the occupational profiles of those graduates.

- A 2. (ASIIN 1.2) Introduce the students to the basics of project management as indicated in the respective module title.

First Treatment	
Experts	<p><i>Not decided</i></p> <p>Statement:</p> <ul style="list-style-type: none">a) Objection: Although project-related scope description and basic elements of project management content occurs in few cases, basic PM 'triangle' elements like timeline, project outcome, resource management, and stakeholders are not taught. Systematic, basic Project Management should be a subject.b) Fulfilment: Contents on project management are not taught in a separate module, but rather implemented in practical terms in different courses.

- A 3. (ASIIN 1.2, 3.1) Take appropriate steps to ensure that relevant recent state-of-the-art technologies are taught in the programme.

First Treatment	
Experts	<p><i>Not fulfilled</i></p> <p>Statement: In the progress report, there is no evidence of any measures being taken to address the inclusion of state-of-the-art technologies in the programmes. Instead, in a somewhat not-suggestive way, the TCST has commented jointly on A 3 and A 8, even though these both requirements do not have anything directly in common.</p> <p>The Cloud Computing course was newly added to the CNT program. The proposed adjustments for the MEC program were not implemented.</p>

- A 4. (ASIIN 1.5) Ensure that workload surveys are carried out on an anonymous basis.

First Treatment	
Experts	<p>Fulfilled</p> <p>Statement: In the future, workload surveys are being implemented based on supporting materials aiming at obtaining information from students <i>without</i> real-name statistics, but in an anonymous way.</p>

- A 5. (ASIIN 4) Ensure student participation in the decision-making committees of the college, e.g., by a more active role of the student council.

First Treatment	
Experts	<p>Fulfilled</p> <p>Statement: Survey questions are available, several ways to engage and participate in the decision process are envisaged. However, it will be good to continue considering other ways to strengthen students' decision-making and participation rights in the future. It is suggested to establish a systematic and continuous improvement process in this direction.</p> <p><i>See additional recommendation below.</i></p>

- A 6. (ASIIN 5.1) Revise and adapt the module handbooks as indicated in the report (prerequisite knowledge, English course titles, course representations in overview, table of contents and descriptions). Ensure that they are accessible to the relevant stakeholders, in particular students and teachers/lecturers.

First Treatment	
Experts	Fulfilled

	Statement: The module and programme descriptions evidenced in appendices C3 and C4 for the CNT programme and in appendices C6 and C7 for the MT programme, respectively, are appropriate according to international standards. The structure of both programmes is evidenced in both English and Chinese languages.
--	---

- A 7. (ASIIN 5.2) Ensure the issuance of a Diploma Supplement or equivalent document of completion containing information about the educational objectives, intended learning outcomes, the structure and the qualification level of the study programme as well as about the individual performance of the graduate.

First Treatment	
Experts	<i>Not fulfilled</i> Statement: There is no document in appendix F1 corresponding to a Diploma Supplement containing information on educational objectives, intended learning outcomes and the qualification level of the programmes. The documented transcript of records is not sufficient to address the requirement.

For the CNT programme

- A 8. (ASIIN 1.2) Either dismiss or include into the electives area more advanced fundamental courses (e.g., Linear Algebra) solely providing the basis for entry into the next (Bachelor) programme.

First Treatment	
Experts	Fulfilled Statement: The course Linear Algebra had been converted to an elective, Cloud Computing as a new course was introduced.

For the ME programme

- A 9. (ASIIN 1.2) Ensure that all necessary knowledge (including advanced prerequisite knowledge/e.g., probability theory and automatic control) is mandatory part of the curriculum.

First Treatment	
Experts	<i>Not fulfilled</i> Statement: No changes were made to the mechatronics program. The aforementioned foundation courses should not be skipped, as underlying basics (Probability, Automation Control) should rather be a mandatory part of the curriculum.

Decision of the Certification Commission (16.12.2025)

The Certification Commission discusses the procedure.

It agrees with the majority of the experts that requirements 7 (Diploma Supplement) for both degree programmes and 9 (indispensable knowledge) for the Mechatronics Technology programme are not fulfilled sufficiently. Regarding requirement 3 (integration of state-of-the-art technologies), the Commission agrees with the assessment of the experts stating that the measures taken so far do not adequately target the issue relating to *both degree programmes*.

The Certification Commission decides to extend the award of the seals as follows:

Programme	ASIIN Certificate	Maximum duration of Certification	Alignment to a Qualification Framework Level
Computer Network Technology	Requirements 3, 7 not fulfilled	6 months prolongation	5
Mechatronics Technology	Requirements 3, 7, 9 not fulfilled	6 months prolongation	5

Furthermore, the Certification Commission decides to add the following recommendation:

“It is recommended to consider alternative options for a stronger student participation in decision-making of student-relevant processes.”