

FINAL REPORT OF THE EXTERNAL JOINT INTERNATIONAL ACCREDITATION

University: University of International Business and Economics

Program: Financial Management

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I. Information of the Program

Established in 1951, University of International Business and Economics is the national key university affiliated to the Ministry of Education, and is one of the first batch of key constructed universities of national "Project 211" and a multidisciplinary finance foreign language university mainly focuses on economic and administration discipline and integrating disciplines concerning economics, management, law, liberal arts and science. Financial Management was officially established with the approval of the Ministry of Education in December 1999 and began to enroll 4-year full-time undergraduate students majored in Financial Management since 2000. This major mainly provides international, versatile high-quality specialized talents concerning financial management, accounting, finance and other related disciplines for enterprise and public institutions, financial institutions and government departments and other units. The university currently has 26 full-time teachers in the major, and the annual enrollment scale is about 60 students; at present, the number of in-school students is 253.

II. Site-visit and Feature Highlights

During the on-site visit for two and a half days, the ERP focused on 5 levels as well as 7 + 1 standards and 30 criteria to carry out work. Before site visit, the ERP carefully reviewed the self-evaluation report and the analysis report on education status data and other materials. During the site visit, the ERP has attended 16 lectures, reviewed 80 graduation theses (designs) and 1063 copies of examination papers, interviewed 12 students and 8 graduate students, 24 teachers, 1 responsible person, 1 school leader, 1 university leader and 3 responsible person from functional departments; convened a meeting attended by 5 supervisors, a meeting attended by 17 undergraduate students at different grades, and one meeting attended by employers; and

conducted field visits to employment guidance center, library, and financial insurance and money management simulation research center.

The University attaches great importance to the accreditation; the heads of each division commanded in the front line; relevant departments provided full support and made cooperation; the university, department and program were extensively mobilized; teachers and students actively participated in the accreditation, carefully made self-evaluation and completed the "stipulated actions" in accordance with the requirements of Accreditation Preparation Guidelines and the accreditation standards, and took this accreditation as opportunity to sort out the school-running concept and idea of the major, consider and plan for the construction and reform of the major, solidly carry out "Promoting reform by evaluation, promoting construction by evaluation", and actual effects have been achieved within short time which left a deep impression to the expert group. The school-running of Financial Management has the following features and highlights:

(1) The educational objectives of Financial Management highlight the "internationalization", "compound" and "high quality" school-running features and advantages; the diversified campus culture provides a good atmosphere for students to develop cross-cultural communication ability.

(2) Employment prospect of graduates is better. According to the employment distribution of graduates, the employment of Financial Management graduates are mainly concentrated in the large-scale accounting firms and financial institutions in the first-tier cities; in recent two years, the employment rate at the first time reaches over 98%.

(3) The faculty has excellent strength and outstanding academic background; the teachers focus on the class teaching and their attitudes are serious.

(4) Students and employers are highly satisfied. It focuses on the cultivation of students' language ability, making students more competitive;

the employers generally agreed that the graduates of this program have practical operation ability and can start work quickly.

III. Compliance of the External Review Outcomes with Standards

STANDARD 1. Educational Objectives

1.1 Orientations of educational objectives: consistent with mission of the institution, meet the needs of the society, contribute to the national and regional development strategies, embody the international vision, and reflect the features of being forward-looking and leading.
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1.2 Clear, measurable and attainable educational objectives which can reflect the expectation of graduates, the features and strengths of the program.
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1.3 A mechanism that evaluates educational objectives regularly and amends based on the evaluation results timely.
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Achievements:

-- The educational objectives of financial management program highlight the characteristics and advantages as "internationalization", "integration" and "high quality".

--The university and the program have always attached importance to the school-running concept as "internationalization"; the proportion of foreign students is among the best in the country, forming a studying environment with multicultural student; it employs foreign university professors to set up summer courses teaching in English, thus ensuring the original teaching content, ways and methods; the course system covers the systematic knowledge of financial environment and financial regulations in the European and American countries.

Challenges and deficits:

--The expectation for the development of graduates is not reflected clearly

enough. The existing educational objective focuses on the requirements of employment, while ignoring the demands of further study to a certain extent. With the obvious increase in further-study rate and going-abroad rate, the graduates who select further study in domestic and going abroad account for about 50%. Existing educational objectives cannot be fully adapted to future diversification trends of graduates' development.

--Attention shall be paid to the publicity methods of educational objectives. It is found through students interview that the students agree with the educational orientation of "Learning more about finance than accountants and understanding more about accounting than finance practitioner"; however, the cultivation of interdisciplinary talents needs to rely on solid discipline knowledge, and if students understand the educational objectives partially, there may be a tendency of ignoring the basic knowledge of disciplines.

--The regular evaluation mechanism of educational objectives needs to be further perfected. The improvements of educational objectives, curriculum system and teaching components, as well as the graduation thesis guidance need to be participated by professional experts and graduates. At present, the relative mechanism of the program should be strengthened. Graduates generally reflect that the quantitative analysis and computer application abilities are to be strengthened. This feedback reflect the new changes in industry or the inaccurate understanding of the industry demand by the existing educational objectives.

--Students' understanding of national conditions is poorly reflected in the educational objectives. In recent three years, the proportion of graduates working in government and public institutions has been continuously increased, but it is still relatively low (about 7%). It is learned from the interview with the teachers from the Employment and Entrepreneurship Guidance Center that the students' performance is poor in the Civil Service Exam, especially in answering macroscopic problems. Students' understanding of the national macro strategy should be strengthened.

Recommendations:

--The program educational objectives should take into account of the demands of further-study. In 2016, the proportion of students studying further is 50.7%, in which, the proportion of students going abroad is 27.4%. This has proposed higher requirements for cultivating the academic ability of the graduates. The proportion of academic courses of this program should be increased accordingly, letting the students understand more about the latest research trends of the major and related fields and laying solid foundation for the students' further study.

--To deeply consider publicity modes of the educational objectives; the university should not only guide students to extensively understand the knowledge about accounting, finance, management, but also let students establish and consolidate the foundation of the major; and to upgrade the research ability and lifelong learning consciousness.

-- The program should constantly improve the evaluation and feedback mechanism of the educational objectives, establish mechanisms for regular tracking of the status of graduates, collect the views of employers and social evaluation, and regard the feedback as the basis of revising the training objectives.

--The program should expand the students' knowledge, guide students to pay attention to current affairs and national strategy, making them concern about the development of related industries.

STANDARD 2. Graduate Outcomes

2.1 Possession of the humanity, the scientific spirit, the professionalism and the sense of social responsibility. Understand the nation, the society, and the people. Practice of core socialist values.

2.2 An ability to understand and apply solid foundation, specialized knowledge and necessary research methods. Understand knowledge of the latest development and trends of the program and the relevant fields;

2.3 Critical thinking, innovative spirits and competence. An ability to identify, analyze, question and evaluate the phenomena and the problems concerning the programs and the relevant fields. An ability to express individual opinions.

2.4 Complex problem solving. An ability to solve the complex the complex problems, to conduct comprehensive analyses and researches in the programs and to propose relevant measures or solutions;

2.5 Modern tool usage. An ability to apply modern IT methods and tools properly in solving practical problems.

2.6 Communication skills. An ability to make effective oral and written communication with the peers and the public.

2.7 Teamwork and cooperation. An ability to get along harmoniously and to work cooperatively with team members. An ability to play contributive roles in team as either a member or a leader;

2.8 International horizons and awareness. Understand international dynamics and care of global issues. An ability to know and respect the differences and diversities of world cultures.

2.9 Lifelong learning. An ability to carry out the self-management and the independent learning. An ability to adapt to the society and to achieve the individual sustainable development by carrying out continuously learning.

Achievements:

--Through reviewing the teaching materials, interviewing teachers, students,

alumni and employers, referring to related information about the employment rate and employment quality, combining with the achievement evaluation data provided by the University, the ERP made the following judgments:

--The seven graduate outcomes set by the program can basically correspond to and cover the nine graduate outcomes stipulated in the accreditation standards, as well as play a supporting role in the educational objectives.

--The students' humanistic connotations, international perspective, communication skills and teamwork skills have been cultivated; the graduates can quickly adapt to work.

--According to the employment distribution of graduates, the employment of graduates are mainly concentrated in the large-scale accounting firms and financial institutions in the first-tier cities; in recent two years, the employment rate at the first time reaches over 98%.

Challenges and deficits:

--The achievement of educational objectives and training effect should be strengthened. As for criterion 2.2, the students' understanding of the basic knowledge, professional knowledge, research ability and academic frontier progress is not so good, which may result in students' lacking of development potential; as for criterion 2.5, the cultivation of students' quantity analysis and computer application still needs to be strengthened.

--The adaptability of training orientation to social demand shall be further improved. There have shortcomings in cultivating students' innovation ability and solving complex problems in this program, and it can be proved by that the quality of graduation papers is generally not high.

--The students' background and level are greatly different; especially, the proportion of foreign students in the class is high and the levels of students are varied. Therefore, setting unified graduate outcomes are not conducive to the

cultivation of students with different backgrounds and levels.

Recommendations:

--The program should further refine the graduate outcomes, put forward specific and measurable requirements for cultivating students with solid basic knowledge and expertise, critical thinking and innovation ability, the ability to solve complex problems and application capacity of information technology.

--The program should strengthen the cultivation of modern cutting-edge research tools application and computer application ability, increase the cutting-edge, research-oriented courses in teaching, and pay more attention to the guidance of students' course paper and graduation thesis.

--The program should set up multi-level graduation requirements for different student groups, implement individualized teaching, guide students step by step and gradually to ensure that all students can achieve graduate outcomes.

STANDARD 3. Curriculum

3.1 Consideration of the requirements of national qualification framework descriptors in the study program. Availability of senior staff to core courses and Teaching Assistant to compulsory courses.

3.2 Availability of a documented assurance system providing continuous enhancement of classroom teaching with student development. Graduate outcomes Implementation of program syllabus for learning outcomes. Effectiveness of teaching procedures for student involvement, with dialogue, critique and discussion. Implementation of examinations and tests for assessment of learning outcomes.

3.3 A practical-oriented teaching system featuring academe-industry cooperation. Hands-on training with executive departments, research institutions and industrial departments for improvement of practical ability, innovation and entrepreneurship and the ability to solve practical problems with knowledge learned.

3.4 Regular evaluation and corresponding revision of the curriculum. Involvement of employers and graduates during curriculum reviewing and revision.

Achievements:

--The setup of curriculum is comparatively reasonable. There are systems and measures to strengthen the key role of course teaching in student cultivation, and there is a relatively perfect industry-academe-research cooperative education mechanism to ensure the quality of practical teaching.

--Foreign university professors are employed to giving lectures in summer courses in English to ensure the globalization in course contents and teaching methods.

--The course system is designed to cover the systematic teaching about the financial environment, financial laws and regulations of the European and the American countries, which expands the international perspective of students. The examination methods are diversified, including group report, case

analysis, etc., which can help to cultivate students' team communication and cooperation ability.

Challenges and deficits:

--In terms of the achievement of educational objectives and training effectiveness, the quality of graduation thesis needs to be improved. In terms of topic selection of graduate thesis, it lacks of guidance on students; it is difficult for students to better combine the internship, graduate thesis and future work; the students' comprehensive application of knowledge to solve practical problems cannot be systematically trained. During the process of guidance, there is situation that a teacher will guide more than 10 students, and the teachers usually give similar feedbacks; the theoretical overview section in the graduate thesis has no much practical data or cases; the depth of research is to be strengthened; the requirements for thesis defense is not explicit and strict. It is learned from the interview with teachers that this department is the popular dual-degree department; the teachers of this department also guide thesis of students from accounting department and dual-degree students who also major in accounting.

--The course system has less cutting-edge and research-based courses, which is not conducive to the cultivation of students' innovative ability. Mathematics, statistics, econometrics and other basic disciplines are public compulsory courses, and there is no deeper, more professional, more research-oriented follow-up course provided during further professional education. According to the feedback of graduates, some courses focus too much on the microcosmic knowledge and practical use, rather than basic theory.

--The too large class scale reduces the interaction between teachers and students; and the students' participation in the class is not enough; the class teaching mode is based on "scramming"; there are few "interactive, heuristic, exploratory" teaching methods. Through class observation, it is found that the teacher's PPT is brief and clear with small cases, the teachers have clear

reaching rules and they all have serious attitude, but the students lack of insights in the teaching contents and they have less interaction with teachers. The main reason is that teachers' teaching ideas and teaching methods are not advanced enough and the university's systems and measures for strengthening the classroom teaching are not implemented strictly.

--There are relatively more questions about knowledge memory among the course examination but less analysis and description questions, thus it is easy to make students learn by rote. There are relatively less difficult questions in the exam paper, thus it is not conducive to distinguishing the students' learning effect; the score calculating method for some courses is not consistent with the provisions of syllabus; and the syllabus requirements and test requirements are contradictory; the exam paper analysis has not responded to the achievement degree of the graduate outcomes.

Recommendations:

--The program should actively promote the small-class teaching reform process, study on the countermeasures for full credit system and students who actively learn the dual-degree courses, and introduce more detailed and strict teacher thesis guidance standards.

--The program should formulate the guidance for establishing courses and the students' course selection, to clarify the intrinsic relationship and logical relationship between courses and effectively integrate the teaching content and knowledge of the existing courses for helping students to establish the comprehensive relationship between the course attendance and career development; develop a series of professional courses focusing on basic knowledge, theoretical knowledge and research methods so as to generally make students learn more the systematic and solid knowledge, and strengthen the cultivation of the computer and quantitative method foundation of students.

--The program should implement the “student-centered” concept, strictly implement the teaching system of the university and major, take effective measures to improve the students’ participation in teaching, and form the classroom atmosphere with dialogue, questioning and discussion. Curriculum assessment should effectively implement the syllabus requirements, and reflect the students’ learning effect; the construction of teacher development center should be strengthened in order to build and perfect the long-term mechanism of industry-academe-research cooperation.

--Students’ evaluation method shall be reformed. The program should reform the knowledge points in exam, increase the proportion of subjective analysis questions and reflect distinction in exam paper design; appropriately increase the proportion of course paper in students’ evaluation, perfect the evaluation criteria of course paper, improve the quality of course paper, and cultivate the students’ academic writing ability and research ability. The exam paper analysis standards should be released to improve the validity and reliability of the examination.

STANDARD 4. Faculty

4.1 Faculty with sufficient amount and rational structure. Qualification and competent of the teaching staff for undergraduate teaching with good teaching and researching experiences. Capacity building and development of teaching staff meet the needs of student development.

4.2 Regulations and measures to encourage teachers' commitment to undergraduate teaching, and guarantee sufficient time and effort in classroom teaching and student tutoring. Availability of professors engaging in undergraduate teaching.

4.3 Two level systems for career development and professional advancement for teachers. Participation of the teachers in joint international projects, internships home and abroad, and regular innovative teaching methods and advanced technologies.

4.4 Availability and use of clear, transparent and objective criteria for self-evaluation, student evaluation, peer evaluation, supervision evaluation, and other evaluation activities annually. A system of assets allocation and promotion linked to evaluation results.

4.5 Research activity of the teaching staff including program development, curricula and test books building, teaching method and technology improvement conducted by a teaching monitoring committee; implementation of research results in the academic process.

Achievements:

--The teachers and teaching resources are guaranteed. The faculty structure is reasonable; the number of teachers under the age of 45 accounts for 58%, thus the development momentum is strong; the teachers over the age of 45 have played important roles in inheriting of the learning experience.

--Teachers' academic level is able to meet the teaching needs; the number of PhD teachers in this Department accounts for 92.3% of the number of all teachers; the teachers' professional background is abundant. Teachers attach

importance to teaching work; the proportion of senior titles in this major is 65.4%; such teachers are able to give lessons to undergraduate students.

--The teaching and research activities organized by the primary-level institutions of the program are well carried out and the curriculum construction mechanism of “fostering new teachers by senior teachers” is well operated. There are systems and measures to encourage teachers to do a good job in undergraduate teaching; it is able to adopt a variety of forms to carry out the training of teachers. There is relatively sound mechanism to evaluate the teaching activities of teachers and the evaluation results are connected with the vital interests of teachers; the students have fully affirmed the teachers’ attitudes in the satisfaction survey.

--The unified teaching syllabus, unified teaching progress, unified examination contents formed in the curriculum teaching can satisfy the teaching requirements for parallel classes opened under the full credit system. It is able to carry out extensive practice teaching with the practice departments, research institutes, related industries and departments.

Challenges and deficits:

--The construction of teaching system needs to be strengthened. The requirement for professors' classes for students is 40 class hours per academic year stipulated by the Ministry of Education, but the university has not issued its own regulations and requirements.

--Teachers’ attention paid to the guidance of graduation thesis is not enough, which may be caused by the pressure from large number of dual-degree students in this program.

--The teachers’ evaluation mechanism includes a variety of manners, but the teachers’ self-evaluation mechanism is relatively insufficient.

--Teachers are usually transferred from one school to another; teachers lack of background and experience of working in practical departments; the teachers’ practice in enterprise is not enough.

Recommendations:

--The program should further improve the construction of teaching system and develop series of supporting system or approach, so as to make the teachers' teaching more guaranteed, for example: propose higher requirements at the university level for teachers' teaching hours for undergraduate and increase the proportion of performance reward in undergraduate teaching; establish special fund for teaching research, to support and encourage teachers to make teaching research;

--The program should introduce more teachers and ease the teacher supply contradictions; strengthen the assessment on teachers' guidance to students' graduate thesis; communicate with the university's functional departments, and jointly study on the solutions for contradiction between the number of dual-degree students and the cultivation quality under the full credit system;

--The program should improve the comprehensive evaluation mechanism for teachers' teaching quality, establishing the multi-dimensional evaluation system involving students, supervisors and university leaders;

--The program should increase teachers' opportunity for participating in the practice in enterprise.

STANDARD 5. Teaching and Learning Resources

5.1 Effective use of systems and measures to guarantee adequate and annually increased funds for program teaching. Availability of sufficient funds for student practicum and graduation thesis (design) so as to meeting the needs of teaching.

5.2 Availability of sufficient leading teaching facilities, abundant book resources and up-to-date teaching information technology in accordance with the demands of students' learning and teachers' teaching. Availability of management, maintenance, update and sharing mechanism for convenient use for teachers and students. Availability and accessibility of research labs open to undergraduates

5.3 Availability of extensive social resources, stable and sufficient practicum and training sites to provide long-lasting and effective support and guarantee students' hands-on practice, innovation and entrepreneurship training.

Achievements:

--The condition of teaching and learning resources is good, which is reflected by sufficient teaching fund input, adequate teaching facilities and abundant book resources. There are English, Russian and multiple language books and materials, which can effectively promote the academic atmosphere of campus with cultural diversity.

--There are stable and enough practice training bases, including 44 internship bases and various teaching practice bases meeting the students' demands; the college also established 7 practice training bases.

--There is a quantitative financial laboratory in the Financial Insurance and Money Management Simulation Research Center of the University; the computer software in the laboratory is corresponding to the professional courses, which has provided strong support for the students to increase the practical operation skills; the investment in the Internet construction within the laboratory is huge, thus it is able to provide economic and financial information download port.

--The University has equipped with complete employment guidance work facilities, and established the Employment Information Network of the University of International Business and Economics which releases a lot of internship recruitment information. Employment Guidance Center has also established a special employment “clinic” to provide one-on-one counseling and interview services for students.

Challenges and deficits:

--The high-level internship training bases outside the university needs to be further improved; the internship training and student’s graduation thesis are less connected, which makes it harder for students to use the knowledge in practice and enhance the understanding of theories.

--The practice training needs to be more targeted. The University currently has 44 practice bases, but the utilization rate is not high enough by the program. It is found through the student interview that the time when students are allowed to use the laboratory is too late; the students have their relevant experimental courses in the second semester of junior year, thus the use efficiency of the laboratory is low.

Recommendations:

--It is suggested to establish close contact with large-scale accounting firms and financial institutions, continue to expand more targeted and high-level practice training bases, and invite professionals to participate in the whole process of the students’ practical ability training through giving lectures, revising cultivation plan, providing guidance on thesis, etc.

-- It is suggested to upgrade and improve the equipment and software used for practice training and simulation; to specially train the students’ accounting, financial, management skills; to integrate teaching plan in the experimental link earlier, so that the students can master the experiment in their first or second study year to deepen the understanding of theoretical knowledge.

STANDARD 6. Quality Assurance

6.1 Availability and effectiveness of a well-structured teaching quality assurance system at both levels of schools and university With clearly specified objectives and tasks, complete mechanism, and clearly allocated responsibilities to specific personnel.

6.2 Use of clearly defined quality criteria in all teaching process with regular monitoring. Effectiveness of procedures for self-evaluation and periodic review of a study program.

6.3 Availability of IT technology for collection and comprehensive analysis of relevant quality information. Availability and effectiveness of the analysis result for continuous improvement of study program and support the development of quality culture seeking for excellence.

Achievements:

--The two-level teaching quality assurance system at both the university level and college level is effectively operated. At the university level, the Leader Appraisal System of Classroom Teaching, Supervisor Appraisal System of Classroom Teaching and Students' Teacher Appraisal System have been established. At the college level, the inspection and appraisal system of classroom teaching, teachers' mutual appraisal of classroom teaching and other quality assurance measures shall be constantly improved and implemented.

--The college actively participates in domestic and international program accreditation, takes accreditation as the starting points and constantly improves the quality assurance system; it also regularly revises the training program and actively collects the advices of in-school students, graduate students and employers during the process of revising training program.

Challenges and deficits:

--The University has established a full-coverage teaching and supervision mechanism, but the implementation of the system are to be improved. Taking the supervisor team as an example, there are only 8 supervisors, who are all retired teachers.

--The multi-dimensional quality monitoring and evaluation system has been established, but the focus is mainly on the students' assessment of teaching, the peer review and self-evaluation need to be strengthened.

--The employers' and alumni's consultation and feedback about the talents training quality are not institutionalized and regular. Although irregular interviews with the alumni and employers have been conducted, and teachers use a variety of unofficial channels to learn the career development of graduates, the contribution to the decision-making of college and department is still limited.

--The quality awareness of some teachers and students is weak; there are perfunctory thoughts in the evaluation process; the culture of pursuing excellent quality needs to be further strengthened.

Recommendations:

--The internal quality assurance system should be constantly optimized. It is suggested to focus on sorting up and improving of the role of feedback mechanism, seriously study and promote the important basic work in term of construction of quality standards; to focus on implementing of the two-level security mechanism involving the university and college, expand the size of quality assurance team, establish college-level supervision team and attract more in-service teachers to join the team; to rationally absorb the monitoring and evaluation results at different dimensions in system design, get comprehensive and objective understanding of the teaching operation.

--The external quality assurance system should be constantly enhanced. It is suggested to implement the concept of promoting construction with appraisal

and making continuous improvement, clarify the idea that the fundamental purpose is not to be accredited but to establish quality awareness and culture.

--The university and college should formulate the quality culture development plan, highlight the quality orientation in the educational objectives, graduate outcomes, curriculum, teaching process and student guidance, and combine with the campus multi-cultural environment and industry-oriented to build quality assurance culture with their own features.

STANDARD 7. Student Development

7.1 Student development Systematic regulations at the recruiting and selection of excellent applicants. Availability and effectiveness of rules and regulations for teaching administration and student development, which consider needs of diverse groups of students.

7.2 Systematic and effective guidance and service to support students' progression covering mental tutoring, academic instruction, career consultation and entrepreneurship incentive.

7.3 Attainment of the expected graduate outcomes. Satisfaction of formative and summative assessment, including learning experience, learning outcomes, personal development and employment and satisfaction of employers.

Achievements:

--The college and department attach importance to student employment planning and career guidance, regularly hold a series of career planning and guidance activities.

--The university has many fixed undergraduate practice training bases outside the university; a number of fixed undergraduate practice training bases outside the university have be established to facilitate students to contact with the practical operation and enhance students' ability to solve practical problems.

--It is found through the interview with in-school students and graduates that the students' recognition of the program is high and the employers also agree that the graduates have good practical ability and can start work quickly, thus employers are fairly satisfied with the graduates.

Challenges and deficits:

--Talent training focuses on practical knowledge and practical ability, but the theoretical and academic parts are not enough; there is no guidance on selecting courses for students and the basic theoretical knowledge of

discipline courses is not deepened, which may cause that students' performance is not so satisfactory in their career.

--There is no guidance on students' selection of courses. Under the full credit system, the students tend to choose practical and easy-to-learn knowledge, but avoid abstract, theoretical, fundamental and difficult courses. If there is no guidance on students' selection of courses, it will be not conducive for students to consolidate learning foundation or cultivate the lifelong learning ability.

Recommendations:

-- It is suggested to offer the courses for consolidating the basic knowledge of the disciplines, to strengthen the construction of academic courses, to improve the overall academic level of students, to improve students' lifelong learning ability, and to enhance students' ability of sustainable development.

--It is suggested to give full guidance on the students' selection of courses, ensuring that the students' courses selected cover the basic knowledge, theoretical knowledge, research methods, professional knowledge and other modules, and consolidating the professional foundation for students.