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Official Notice on Issuing the *Quality Standards for Major Undergraduate Teaching Processes of Kunming University*

All schools of the University:

The *Quality Standards for Major Undergraduate Teaching Processes of Kunming University* has been reviewed and approved at the 18th President's Office Meeting held on May 29, 2024. It is hereby issued for full compliance and implementation

Kunming University (Seal)
June 12, 2024

Quality Standards for Major Undergraduate Teaching Processes of Kunming University

Chapter I General Provisions

Article 1 The *Quality Standards for Major Undergraduate Teaching Processes of Kunming University* serve as a fundamental basis for the University's teaching evaluation and teaching quality management. To further refine the undergraduate teaching quality assurance system, standardize teaching administration, and elevate teaching quality, these Standards are formulated in alignment with the University's talent cultivation objectives, covering core undergraduate teaching processes including pre-class preparation, in-class teaching, post-class follow-up, experiments, internships, and graduation theses (designs).

Chapter II Quality Standards for Pre-Class Teaching Processes

Article 2 Talent Cultivation Programs

1. Revision Procedures for Talent Cultivation Programs

(1) Under the leadership of the Vice President in charge of academic affairs, the Academic Affairs Office shall organize and implement the revision of talent cultivation programs.

(2) The Academic Affairs Office shall formulate guiding opinions for program revision, design the overall framework, formulate revision principles, and specify requirements for program duration, class hours, credits, curriculum systems, and the proportion of practical teaching.

(3) In accordance with the guiding opinions, each school shall assign professional teaching and research sections to draft talent cultivation programs for respective majors, and organize demonstrations by internal and external experts, among whom external experts shall account for no less than 60%.

(4) A talent cultivation program shall undergo preliminary review by the Academic Affairs Office and examination and approval by the Teaching Guidance Committee before submission to the President's Office Meeting for final approval and implementation.

2. Implementation and Administration of Talent Cultivation Programs

(1) All courses shall be delivered in alignment with talent cultivation programs to fulfill the training objectives of respective majors.

(2) Instructors shall be fully conversant with the talent cultivation programs, grasp the achievement status of course objectives, master basic course information, optimize teaching content, and reform teaching methodologies and tools.

(3) Once approved, talent cultivation programs shall be fully implemented without arbitrary alterations. Should adjustments or revisions be necessary, each school shall submit an application to the Academic Affairs Office via the Academic Administration System prior to arranging teaching tasks for the new semester, with revisions implemented only upon official approval. Unauthorized amendments to

cultivation programs shall be handled in accordance with the *Measures for the Identification and Handling of Teaching Incidents of Kunming University*.

Article 3 Teaching Syllabi

1. Formulation and revision standards for course teaching syllabi constitute guiding teaching documents for implementing talent cultivation programs and realizing talent cultivation objectives, as well as the primary basis for textbook selection, teaching organization, and teaching quality management and evaluation. No course without a formal teaching syllabus shall be offered.

2. Procedures for Formulating and Revising Teaching Syllabi

(1) The teaching and research sections of each major shall take charge of syllabus formulation and revision, engaging course leaders and lecturers in joint research and compilation.

(2) All syllabi shall be compiled, filed and implemented upon examination and approval by the school-level Teaching Guidance Committee.

3. Fundamental Requirements for Syllabus Formulation and Revision

(1) The formulation and revision of syllabi shall comply with talent cultivation objectives, reflect disciplinary characteristics and the positioning of each course within the curriculum system, and maintain consistency with the course setup prescribed in talent cultivation programs.

(2) Syllabi shall uphold the student-centered, teacher-led philosophy which coordinates the development of knowledge, competence and literacy. Adhering to the principles of "competence orientation, foundational practicality, enhanced practical training and school-enterprise cooperation", syllabi shall focus on cultivating high-caliber application-oriented talents meeting the demands of industrial transformation and upgrading, and public service development.

(3) The formulation and revision of syllabi shall follow the principles of individualized instruction and progressive learning. Basic teaching requirements shall be set at a level attainable by average students through diligent study. Course content shall conform to pedagogical and cognitive laws, progressing from simplicity to complexity and from basic to advanced.

(4) The formulation and revision of syllabi shall integrate theory with practice and prioritize applicability. Beyond theoretical lectures, they shall specify corresponding requirements for practical teaching processes such as experiments, practical training, course design and internships.

(5) The formulation and revision of syllabi shall incorporate ideological and political components of the curriculum. Instructors shall identify ideological and political integration points unique to each course, refine core values embedded within the course, and balance mandatory teaching objectives, vivid ideological and political connotations and bottom-line evaluation standards. Knowledge dissemination shall embed value guidance, and value transmission shall carry academic substance, thereby realizing the organic integration of knowledge instruction, competence cultivation and value shaping to fully exert the educational function of each course.

4. Utilization and Administration of Teaching Syllabi

(1) Instructors shall master the teaching syllabi, clarify basic course requirements,

carefully select teaching content, and properly organize all teaching segments.

(2) Instructors shall strictly abide by syllabus provisions during teaching and refrain from arbitrary modifications. Any necessary adjustments to syllabi shall be reviewed by the teaching and research section and approved by the school prior to implementation.

Article 4 Teaching Plans

1. The preparation of teaching plans constitutes an indispensable core component of course delivery. All teaching plans shall be designed based on corresponding teaching syllabi. Instructors shall conduct in-depth research on syllabi and textbooks, and supplement cutting-edge academic content in a timely manner to align with social progress and updated talent cultivation demands. Instructors shall also tailor teaching arrangements by analyzing students' existing knowledge reserves and comprehension capabilities.

2. Teaching plans shall be compiled based on lecture content and allocated class hours, generally incorporating 2 or 4 class hours per plan. Specialized courses for music, art design and similar majors may be structured by teaching units, with flexible adjustments permitted for different disciplines; however, a single teaching plan shall not cover more than 6 class hours. Plans shall be differentiated for distinct majors and student cohorts. For identical courses delivered to different majors, teaching content and focal points shall be adjusted to match disciplinary characteristics.

3. The formulation of teaching plans shall properly coordinate teaching objectives (what to teach and what to learn) and teaching strategies (how to teach and how to learn).

4. Instructors shall conduct predictive analysis of potential challenges arising during teaching and formulate corresponding contingency solutions in teaching plans.

5. Teaching plans shall principally be completed individually by course instructors. For courses taught by multiple instructors, collective pedagogical seminars are encouraged during teaching plan compilation.

Article 5 Textbook Selection

1. Textbook Selection Standards

(1) The textbooks selected shall conform to the Party and national policies and demonstrate solid ideological depth. Priority shall be given to national and provincial planned textbooks, award-winning textbooks at or above the provincial and ministerial level, volumes recommended by national disciplinary teaching steering committees, university-funded textbooks, and other authoritative high-quality publications. In principle, textbooks shall have been published or reprinted within the past five years.

(2) The textbooks selected shall align with major talent cultivation objectives and syllabi, comply with educational and developmental laws, feature appropriate source materials with scientific and enlightening value, and facilitate the cultivation of students' knowledge, competence and comprehensive literacy.

(3) Course teams and instructors bear primary responsibility for textbook selection and utilization. They shall fully research comparable publications and select high-quality textbooks consistent with ideological standards and talent cultivation

requirements.

(4) All relevant majors shall uniformly adopt key textbooks developed under the Marxist Theory Research and Development Project (hereinafter referred to as Key MTRD Textbooks) as required.

(5) Courses sharing identical syllabi but delivered by different instructors shall, in principle, adopt a unified textbook edition.

2. Textbook Selection Procedures

(1) Upon issuing teaching tasks by each school, instructors shall submit textbook selection applications, which shall be reviewed by the school and forwarded to the Academic Affairs Office.

(2) Textbook ordering, supply and distribution shall be centrally administered by the University. No department or individual may privately purchase textbooks or sell teaching materials to students without authorization.

3. Utilization and Administration of Textbooks

(1) Instructors shall fully utilize designated textbooks and align lecture content with syllabi. Printed handouts shall be provided for syllabus-mandated content not covered by textbooks. Instructors shall also provide a list of reference books and supplementary resources associated with the textbook.

(2) Personnel shall bear corresponding accountability if improper textbook selection results in severe violations of laws or disciplinary regulations.

(3) The University encourages instructors to compile customized teaching guides based on practical instructional needs.

Article 6 Lesson Preparation

1. In-depth research of teaching syllabi: Instructors shall clarify the positioning and function of their respective courses within the talent cultivation framework, grasp the degree to which the course supports graduation requirements, define teaching objectives and content specifications, and master the depth, breadth, key points and difficult points of course content.

2. In-depth research of textbooks: Instructors shall identify pre-requisite and follow-up courses and associated knowledge points, map the knowledge framework of textbooks, pinpoint core chapters and their respective key and difficult points, and appropriately expand supplementary content during preparation. They shall extract educational and ideological potential embedded within textbooks and integrate such elements into lecture manuscripts.

3. Familiarization with learners: Instructors shall analyze student demographics, cultural foundations, knowledge levels, ideological status, learning habits and individual disparities. Teaching preparation shall remain student-centered rather than merely textbook-focused.

4. Collection of teaching materials and references: Instructors shall compile relevant resources and recommend them to students as appropriate, integrating core viewpoints, cases and examples into teaching delivery.

5. Research on student learning modalities: Instructors shall innovate classroom teaching methodologies based on course content. Adopting a student-centered approach, they may selectively implement research-based teaching, small-class

instruction, project workshops and flipped classrooms to foster active, collaborative and reflective learning.

Article 7 Teaching Design and Organization

1. Blackboard layout design: Detailed, logically structured and enlightening layouts shall be prepared to prominently display core content.

2. Classroom session arrangement: Teaching steps shall be rationally structured to include pre-class preview, lesson introduction, new content delivery, consolidation review and post-class summary, with well-orchestrated teacher-student interaction.

3. Time allocation: Teaching hours shall be scientifically divided according to content complexity, priority and significance. The schedule for each session shall be logically arranged to ensure compact content delivery, balanced time distribution and sufficient contingency buffer.

Article 8 Teaching Aids Preparation and Experimental Trial Runs

Instructors shall master the functions and operation of standard teaching aids, clearly list demonstration equipment to be used in lesson plans, and conduct trial runs of all demonstrative experiments prior to class. They shall analyze root causes of any defects encountered during trials, formulate remedial measures, and meticulously design experimental workflows.

Article 9 Requirements for Teaching Plans

Instructors shall carry complete, detailed teaching plans, which shall be updated promptly to reflect syllabus revisions, disciplinary advancements and shifts in student cohorts. Comprehensive teaching design shall be incorporated, covering teaching objectives and basic requirements, course content, class hour allocation, key and difficult teaching points, teaching methodologies, reference reading lists, discussion questions and exercises.

Chapter III Quality Standards for In-Class Teaching Processes

Article 10 In-class teaching constitutes the central and fundamental form of instructional activity. Instructors shall arrive at classrooms at least ten minutes in advance for preparation. Teaching shall adopt a student-centered, teacher-led model featuring clear objectives, substantial content, prominent focal points, coherent logic, appropriate methodologies and structured organization, enabling students to acquire knowledge, develop intelligence, cultivate moral character and enhance competence for optimal instructional outcomes.

Article 11 In-Class Teaching Standards

1. Teaching Attitude: Instructors shall demonstrate dedication to education, a strong sense of responsibility and proactive professionalism, and serve as moral role models through conduct, speech and demeanor. They shall uphold rigorous standards for themselves and students, arrive fully prepared for fluent and energetic lectures, and solicit student feedback earnestly. No unexcused absences or arbitrary class rescheduling shall be permitted, and all sessions shall commence and conclude punctually. Classroom language shall be precise, concise and coherent with a moderate speaking pace, and Mandarin shall be used for all instruction.

2. Teaching Content:

Scientific rigor: Content shall comply with syllabus requirements, featuring accurate theoretical exposition, clear concepts, rigorous argumentation and sound logic.

Advanced nature: Lectures shall incorporate updated knowledge, introducing emerging theories, technologies, methodologies and processes consistent with syllabus mandates.

Ideological value: Instructors shall extract and integrate implicit ideological and political elements embedded within course into classroom delivery.

Practical effectiveness: Instruction shall integrate theory with practice, highlight key and difficult points, deliver appropriate information density, and prioritize the cultivation of students' capacity to analyze and resolve practical problems.

3. Teaching Methodologies: Instructors shall adopt diverse pedagogical approaches including discovery-based, problem-driven, seminar and case teaching in accordance with syllabi and course content, integrating theory with practice. Instruction shall prioritize individualized learning, stimulate student motivation, initiative and creativity, and cultivate analytical, practical and innovative capabilities. Rote lecturing and cramming shall be avoided. Modern visualized teaching tools shall be rationally deployed alongside traditional instructional methods, with standardized blackboard writing and multimedia courseware.

Article 12 Classroom Teaching Organization

1. Lesson Introduction: Introductions shall be natural, relevant and purpose-driven, outlining session content, methodologies and theoretical frameworks to stimulate student interest.

2. Core Content Delivery: Lectures shall be vivid and comprehensive, adhering to the principle of conciseness, highlighting key points and clarifying difficult concepts through interactive engagement.

3. Concluding Summary: Summaries shall present clear, accurate recaps of core concepts, internal logical connections and problem-solving frameworks.

4. Consolidation Review: Pre-class or dedicated review sessions shall revisit prior knowledge from novel perspectives with systematic, focused and innovative formats to facilitate new learning gains.

5. Teaching Reflection: Reflections shall address instructional content, workflows and strategies, grounded in concrete teaching segments and design frameworks. Analysis and articulation shall be precise and logically consistent, targeting improved instructional efficacy and student learning efficiency while reflecting objective evaluation criteria.

Article 13 Basic Teaching Requirements

1. Classrooms shall maintain a lively and dynamic atmosphere, and a well-structured teaching content organization achieving in-depth student participation.

2. Instructors shall exhibit appropriate demeanor, neat attire and amiable, refined conduct. Spoken Mandarin shall be accurate, fluent, resonant and clearly enunciated with a moderate pace, featuring vivid, cadenced delivery with inspirational, visual and logical appeal.

3. Blackboard writing shall be standardized, neat, legible and logically structured

to highlight core content concisely, with rational board layout and clear, accurate diagrams. Instruction shall integrate multimedia courseware, blackboard writing, verbal explanation and classroom interaction.

Article 14 Administration and Evaluation of In-Class Teaching

1. During the first session of each course, instructors shall concisely outline the teaching schedule and syllabus, specifying the weighting of attendance, extracurricular assignments, quizzes, midterm examinations and final examinations (including experiments) in overall course grading.

2. Instructors shall enforce classroom discipline, maintain teaching order and promptly address misconduct.

3. Instructors shall leverage innovative technologies and methodologies for theory-practice integrated instruction focused on competence cultivation, abide by teaching schedules, and refrain from unauthorized mobile phone use or other disruptive conduct during class hours.

4. Timely feedback on instructional efficacy shall be solicited from students regarding course delivery, with methodologies revised accordingly to elevate classroom performance.

5. Beyond textbook research, instructors shall stay abreast of disciplinary frontiers, emerging theories and technologies, and cultivate distinctive teaching styles rooted in core course content.

6. Instructor teaching quality shall be evaluated in accordance with the *Measures for the Evaluation of Undergraduate Teaching Quality of Kunming University*. The evaluation system comprises student evaluation, peer evaluation and teaching management evaluation, focusing primarily on in-class and practical teaching while covering all instructional phases through full-process oversight. All evaluators shall complete online evaluations via the "Quality Management Platform of Kunming University" (Teaching Evaluation System).

Chapter IV Quality Standards for Post-Class Teaching Processes

Article 15 Post-Class Assignments

1. Assignment Design and Distribution

The teaching and research section of each major shall formulate specific assignment requirements aligned with course nature, syllabi and student capacity to ensure reasonable workload without excessive academic burden. Assignments shall closely connect to lecture content and foster critical thinking and problem-solving capabilities. For liberal arts courses, instructors shall designate required reading lists and organize reading, writing and discussion activities under faculty guidance. For science, engineering and art creation courses, instructors shall design categorized project tasks to support student participation in scientific research, creative invention, project design, academic study and design exhibitions under faculty supervision.

2. Assignment Marking and Commenting

(1) All assignments for single-class cohorts or combined cohorts of two teaching classes shall be fully marked. For combined cohorts of three or more classes, no less than half of all student submissions shall be graded per assignment. Marking shall be

thorough, timely and quality-focused, explicitly identifying errors and recording scores, marking dates and instructor signatures. Substandard work shall be returned for revision, and incorrect answers shall require student correction.

(2) Written records shall be maintained documenting the quantity and quality of student assignments, weighted as a component of regular course performance (including attendance, internships, in-class laboratory results, class exercises, oral questioning and midterm examination scores) and recorded in student regular grade files as formal assessment evidence.

3. Assignment Feedback

Instructors shall acknowledge outstanding work and original insights, while mandating revisions for severely substandard or plagiarized assignments. Students who fail to submit work or submit plagiarized assignments shall receive timely criticism and disciplinary education, with corresponding deductions to regular grades where appropriate. Students who fail to submit assignments amounting to one-third of the total required volume without valid cause shall be disqualified from the final examination.

4. Assignment Inspection

Instructors' assignment distribution and marking practices shall be subject to random inspections at all administrative levels. Inspection results shall be circulated and fed back to enforce compliance with assignment requirements, and shall constitute a component of instructor teaching quality assessment.

Article 16 Tutoring and Q&A Sessions

1. Tutoring and Q&A constitute a vital supplementary component of in-class teaching, enabling individualized instruction to resolve student learning obstacles, optimize study methodologies and cultivate independent critical thinking. Instructors shall address course-related queries, support underperforming students in mastering core knowledge, and guide advanced learners in in-depth exploration. Common student questions shall be documented and analyzed to accumulate pedagogical experience for instructional improvement.

2. Tutoring may combine group and one-on-one sessions, in-person consultations and online Q&A. Face-to-face tutoring shall be offered no fewer than four times per semester, with regular online consultation available.

Chapter V Quality Standards for Course Assessment

Article 17 Examination Paper Formulation

1. Examination Paper Format

All papers shall adopt the University's unified template and comply with standardized formatting, with precise, legible and error-free printing.

2. Quality Standards for Examination Paper Formulation

(1) Core Requirements for Examination Questions

① Questions shall be grounded in teaching syllabi and designated textbooks, covering core course content to assess students' comprehension and mastery of fundamental knowledge, theories and skills; capacity to analyze and resolve problems using theoretical frameworks and skill competencies; and innovative and practical

abilities.

② Question wording shall be accurate, concise and unambiguous, free of logical, grammatical or typographical errors. Diverse objective and subjective question types shall be rationally deployed with appropriate volume, moderate difficulty and reasonable discrimination indices.

③ The formulation of examination paper shall include questions, standard reference answers and grading rubrics, with fully verified answers and scientifically sound scoring criteria.

(2) Question Types and Score Allocation

Papers shall feature balanced question weighting with clear point allocations. Standard layout shall place single-choice, multiple-choice, true/false and fill-in-the-blank questions at the front, short answer, calculation and drawing questions in the middle, and comprehensive analytical questions at the end.

(3) Reference Answers and Grading Rubrics

Detailed reference answers and point-by-point scoring criteria shall be developed for every question. Objective items shall include individual answers and assigned points; subjective items shall allocate scores by key procedural steps or knowledge points, with each scoring unit clearly delineated to facilitate standardized marking.

(4) Supplementary Formulation Requirements

① Test banks shall be established for general compulsory courses, disciplinary foundation courses and core major compulsory courses, containing 5-8 complete paper sets (with reference answers and rubrics) in principle. Each set shall incorporate no fewer than five question types, with consistent difficulty distribution and structural balance; the repetition rate across different paper sets shall not exceed 30%.

② Formulators shall complete trial runs of all drafted papers to guarantee accuracy, appropriate volume aligned with allocated examination time, and effective discrimination of student proficiency levels.

③ Schools and the Teaching Quality Monitoring and Evaluation Center reserve the authority to return non-compliant papers for revision.

④ Strict confidentiality protocols shall be implemented prior to examination commencement. Formulators shall lock paper materials in drawers or filing cabinets when leaving workstations; digital paper files shall be encrypted and securely stored on portable storage devices. No examination content shall be disclosed prior to commencement.

Article 18 Quality Standards for Marking and Grade Assessment

1. Marking shall be conducted rigorously and conscientiously in strict accordance with reference answers and grading rubrics. Markers shall uphold fairness and impartiality, refraining from arbitrary score deductions or discretionary leniency to eliminate biased grading, misjudgment and omitted marking.

2. For courses taught by two or more instructors, collective marking shall be organized by the corresponding teaching and research section under unified time and venue through assembly-line workflows. Examination papers shall not be taken off-campus for marking or delegated to students for marking.

3. All marking shall be performed using red ink with clear annotation for every

question, adopting a point-based scoring system. Raw scores for each major question shall be recorded in the designated upper-right margin, aggregated for a total paper score verified and entered on the cover sheet. Papers submitted by students caught cheating shall remain unmarked and recorded as zero with the notation "disciplinary violation" in grade ledgers.

4. Objective items including fill-in-the-blank, single-choice, multiple-choice and true/false questions shall receive clear marking for each blank or sub-item. Subjective items such as short essays, argumentative responses and calculations shall award points per procedural step or knowledge unit as specified in rubrics, with numerical scores marked beside each sub-item before aggregation for major question totals.

5. Marked papers shall remain neat with no irrelevant scribbles. No handwriting unrelated to marking shall appear on the papers. Correction marks and scores shall be written neatly and legibly. In case of erroneous corrections made while marking, markers shall cross out the incorrect marks, write the correct content above them, and sign their full names underneath.

6. Post-marking review of scores and corrections shall be completed by instructors, with comprehensive double-checking of all failing papers to eliminate misjudgment and omitted marking. Severe irregularities in paper formulation, marking or grade entry shall be handled pursuant to the *Measures for the Identification and Handling of Teaching Incidents of Kunming University*.

Article 19 Quality Standards for Examination Paper Analysis

1. Following marking, instructors shall log grades into the Academic Administration System, print and sign grade transcripts before submitting them to the school.

2. Instructors shall conduct comprehensive analysis of student examination performance and complete course objective attainment analysis, covering the following components:

(1) Analysis of formative assessment outcomes (excluding final examinations): Evaluation of regular grades and process-based assessments to identify student mastery gaps and deficiencies.

(2) Final examination performance analysis: Assessment of examination questions to diagnose student weaknesses in knowledge acquisition.

(3) Course objective attainment analysis: Evaluation of fulfillment levels for all defined course objectives.

(4) Instructional improvement measures: Revisions to teaching content, methodologies and assessment frameworks.

(5) An explanatory note shall be included in analysis reports for anomalous grade distributions, such as excessively high failure rates.

Article 20 Quality Standards for Document Archiving

1. Archiving Scope

(1) All written examination (evaluation) answer scripts for courses stipulated in talent cultivation programs shall be archived.

(2) Instructors shall bind all relevant archival materials within the prescribed timeframe following grade assessment, submit the complete dossier for review and

signature by the Director of the Teaching and Research Section and Vice Dean for Academic Affairs, and deliver files to the school for secure, indexed long-term storage accessible for inspection. Examination papers shall be retained for five years following student graduation.

(3) If course titles listed on cultivation programs differ substantially from those on examination papers, an official Explanation of Course Title Change affixed with the school's institutional seal shall be attached.

2. Archiving Standards for Examination Papers

Papers shall be bound by teaching cohort using the University's unified cover template, sorted in ascending student ID order with supplementary supporting materials. Archiving sequence: cover sheet, examination attendance record, student sign-in sheet, grade transcript, course objective attainment evaluation form, blank examination papers (Set A & B), grading rubrics and reference answers (Set A & B), student answer scripts, back cover. All materials shall be neatly and uniformly bound.

3. Archiving Standards for Non-Written Assessments

Courses assessed via thesis, report, assignment, design, presentation or alternative formats shall adopt standardized dossier structures with materials archived in the following sequence: cover sheet, assessment scheme, assessment content and rubrics, grade sheet, course objective attainment evaluation form, original student assessment submissions.

Article 21 Quality Standards for Examination Administration

1. All instructors shall strictly comply with regulations governing examinations as stipulated in the *Implementation Rules for Examination Administration of Kunming University* and the *Examination Venue Regulatory Code of Kunming University*.

2. To safeguard authenticity and credibility, instructors shall not provide review scopes or designated key content prior to examinations, refrain from responding to student inquiries intended to infer examination questions, and shall not disclose test content or offer implicit hints.

3. Invigilation Requirements

(1) Invigilators shall enter examination venues 15 minutes in advance to verify student identification, read disciplinary regulations and distribute papers 10 minutes prior to commencement. Student ID numbers and names of absent examinees shall be recorded 30 minutes after the examination starts.

(2) During examinations, invigilators shall fully perform their duties and refrain from any activities irrelevant to invigilation. They shall prevent and curb cheating conduct among students. If a student is found cheating, the invigilator shall stop the act on the spot, disqualify the student from the examination, truthfully record the cheating incident in the examination venue record, and confiscate all cheating materials and the student's examination paper. Under no circumstances shall invigilators conceal such incidents or handle them privately.

(3) Upon examination conclusion, invigilators shall promptly collect and count all answer scripts on site before submitting papers and attendance records to the Examination Affairs Office.

(4) Invigilators who neglect supervisory duties and disregard misconduct shall

face disciplinary sanctions proportional to the severity of dereliction, in accordance with the *Measures for the Identification and Handling of Teaching Incidents of Kunming University*.

Chapter VI Quality Standards for Experimental Teaching

Article 22 Experimental Curriculum System

Aligned with talent cultivation programs, the experimental curriculum system comprises in-course experiments, independent experimental courses and practical teaching processes.

(1) In-course experiments: Experiments embedded within theoretical courses, incorporating multi-tiered demonstrative, verification-based, operational and comprehensive experimental activities.

(2) Independent experimental courses: A series of experiments developed to strengthen practical training, integrated with one or more fundamental or professional courses, which combine experimental theories, knowledge and skills as a whole.

(3) Practical teaching processes: Including curriculum design, field internships, skill training and other modules composed of integrated comprehensive and design-oriented experiments based on clusters of professional courses.

Article 23 Teaching Content Standards

1. Experimental teaching shall center on competence cultivation, strengthen its integration with scientific research, engineering practice and social applications, and balance foundational and cutting-edge, classical and modern content. Emerging technologies shall be introduced to revamp traditional experimental teaching content and technological approaches, steadily raising the proportion of comprehensive, design-based and innovative experimental projects.

2. Experimental projects constitute the basic unit of experimental instruction, categorized as demonstrative, operational, verification-based, comprehensive, design-based and innovative.

(1) Demonstrative experiments: Instructor-operated observations to validate theories, illustrate principles and introduce methodologies.

(2) Operational experiments: Hands-on assembly, debugging, computer programming and data processing by students to master core theories and technical workflows.

(3) Verification-based experiments: Student-led procedures reinforcing theoretical comprehension, experimental literacy, methodologies, experimental skills and data processing.

(4) Comprehensive experiments: Synchronized static and dynamic multi-object trials integrating intra-disciplinary or inter-disciplinary content.

(5) Design-based experiments: Advanced independent projects where students conduct literature review, formulate protocols, select or self-develop experimental apparatus and complete full implementation to fulfill defined objectives.

(6) Innovative experiments: Multi-disciplinary integrated projects linked to faculty research to cultivate scientific thinking, research methodologies and technical writing for academic papers and research reports.

3. Experimental projects shall be rationally structured to reduce demonstrative and verification-based activities. Comprehensive and design-based experiments shall account for no less than 30 percent of total projects, with a minimum 10 percent of annual total. Each project shall span 2-4 class hours in principle. Revisions to experimental projects shall be initiated by the responsible instructor, approved by the Director of the Experimental Center or Laboratory and sanctioned by the school, accompanied by synchronized revisions to corresponding course or experimental teaching syllabi.

Article 24 Quality Standards for Teaching Organization

1. Experimental teaching syllabi and projects shall be formulated strictly per talent cultivation programs to ensure full implementation, consistent quality and standardized management of all experimental activities.

2. Following teaching task allocation by the University, experimental instructors from offering schools shall draft experimental plans aligned with course syllabi, specifying equipment quantities, student cohort sizes and rational grouping arrangements. Experimental plans shall be submitted to the Vice Dean for Academic Affairs for approval via the Director of the Experimental Center (Laboratory) prior to execution.

3. Experimental instruction shall be supported by complete equipment operation manuals, procedural guidelines, safety notices, instructional diagrams and teaching aids, with a minimum equipment availability rate of 95%.

4. Instructors shall verify student attendance prior to each session. Students arriving over 15 minutes late or absent without valid cause shall be recorded as unexcused absence. Missed experiments shall be completed through supplementary sessions for credit eligibility.

5. Prior to laboratory operation, instructors shall require students to study institutional regulations including the *Laboratory Code of Conduct for Students*, the *Laboratory Management Regulations* and the *Regulations on Laboratory Open Access Management* to ensure instructional safety.

6. At the commencement of each experiment, instructors shall explain project objectives, theoretical principles, methodologies, operating procedures, safety requirements and precautions, and verify adequate student pre-class preparation before authorizing hands-on practice.

7. Grouping specifications: For general educational, computer-based and operational experiments, each group shall consist of one student. Disciplinary education experiments shall adopt groups of two students, except for experiments involving large-scale equipment and system devices. The grouping for professional courses and practical teaching processes may be adjusted according to disciplinary requirements and experimental conditions. In principle, each instructor shall tutor no more than 30 students per experiment session. When experimental or design tasks are delivered in computer classrooms, one teacher shall only be responsible for practical teaching for students within a single computer lab.

8. During experiments, instructors shall conduct continuous patrols to supervise operations, observation and data collection, correcting procedural errors promptly.

Upon completion, instructors shall review student experimental records and raw data, sign off on satisfactory submissions and mandate revisions for incomplete work.

9. Post-experiment, instructors shall accurately complete the *Laboratory Work Journal of Kunming University*, grade student experimental reports and submit project performance results.

10. Novice experimental instructors and technical staff shall complete trial teaching and experimental trial runs, receiving validation from the Director of the Teaching and Research Section or relevant senior faculty before independent supervision. New experimental projects shall be fully trialed by instructors and technical staff prior to offering.

Article 25 Quality Standards for Teaching Assessment

1. Experimental teaching assessment may adopt multiple modalities including routine assessment, practical skill assessment, written examination, experimental outcome evaluation and defense:

(1) Routine assessment: Pre-experiment preparation reports, raw experimental records, data analysis and processing capabilities, experimental reports and attendance.

(2) Practical skill assessment: Hands-on operational proficiency and troubleshooting capacity for common experimental problems.

(3) Written examination: Experimental principles, theoretical frameworks, technical protocols and methodologies.

(4) Experimental outcome evaluation: Laboratory reports, physical prototypes, research reports, papers or experimental summaries.

(5) Defense: Random questioning to assess comprehension of experimental workflows and outcomes.

2. Grading of in-course experiments: Scores shall be integrated into overall course grades. For independently assessed experiments, scores shall be weighted into the total course score in proportion to the experimental hours against the total class hours of the course. If no independent assessment is arranged, experimental scores shall be recorded in regular grades.

3. Grading of independent experimental courses: Assessment covers experimental theories and hands-on operations, with priority given to practical operation performance. The final grade is a composite of assessment grade and regular grades, where regular grades carry greater weight. Students who achieve a passing grade shall earn the corresponding credits; those who fail shall retake the course.

4. Grading of Practical teaching processes: Assessment focuses on students' comprehensive competencies and practical hands-on abilities. In addition to routine evaluation, assessment methods may include practical operation tests, written examinations, defenses, or submission of experimental reports, practice reports, design works and other deliverables. Scores for this process shall be recorded independently as a dedicated course grade.

Article 26 Open Experimental Teaching

1. To deepen practical teaching reform, foster student innovation and practical

capabilities, and leverage institutional laboratory resources, all experimental centers (laboratories) are encouraged to offer open experimental activities alongside core teaching and research tasks.

2. Open experimental projects shall be research-oriented and innovative experimental programs. At the end of each semester, the University launches the application campaign for open experimental projects, which may be applied by individual teachers or experimental centers. After review by the school, the applications shall be forwarded to the Academic Affairs Office for expert evaluation and approval, and the finalized projects will be released to all students across the University. Any released open experimental project with no student reservations within two years will be canceled.

3. Open experimental teaching content shall feature moderate difficulty, including extracurricular scientific training and innovation projects derived from faculty research, university student entrepreneurship program initiatives, or student self-designed projects targeting enhanced practical and innovative literacy.

4. Students who complete open experimental projects with satisfactory assessment results may convert corresponding experimental hours into Second Classroom credits or Innovation, Entrepreneurship and Employment Practice credits. 16 cumulative experimental hours shall equal 0.5 credits, with a maximum of 1.5 credits awarded for 48 or more cumulative hours.

Article 27 Quality Standards for Teaching Syllabi

1. Content of Experimental Teaching Syllabi

(1) Title, assigned credits, total class hours and total experimental hours of course experimental teaching syllabus;

(2) Offering school, pre-requisite courses and applicable majors;

(3) Course nature and training objectives;

(4) Fundamental experimental teaching requirements;

(5) List of experimental projects and allocated hours;

(6) Prescribed textbooks or experimental instructions;

(7) Compiler, compilation date and approver;

(8) Assessment and grading protocols of experimental projects.

2. Independent syllabi shall be compiled for open experimental projects, specifying content, scheduled hours, supervising instructors and assessment criteria aligned with project objectives and characteristics.

Article 28 Quality Standards for Teaching Documents

1. Experimental Teaching Documents

Experimental teaching documents serve as fundamental grounds for organizing and delivering experimental teaching, standardizing experimental teaching procedures, inspecting experimental teaching quality, as well as guiding and evaluating laboratory construction. They mainly include experimental textbooks (or experimental instructions), students' experimental reports, student assessment records and other teaching materials.

(1) Experimental textbooks (or experimental instructions) are core carriers that reflect the objectives, contents and methodologies of experimental teaching, covering

experimental theories, experimental purposes, experimental approaches, experimental procedures, preview exercises and discussion questions. The planning, compilation, printing and selection of experimental textbooks (or experimental instructions) shall comply with relevant institutional regulations on textbook development of the University. Independent experimental textbooks or instructions shall be compiled or selected for independent experimental courses and practical teaching processes; experimental instructions or guidance materials for individual experimental projects shall be prepared for in-course experiments and open experimental projects.

(2) Students' experimental reports constitute the primary basis for assessing students' hands-on operational proficiency, data processing capabilities, and the ability to analyze and resolve practical problems. A complete report shall contain the experiment title, experimental objectives, experimental principles, research subjects, experimental methodologies, experimental apparatus, raw experimental records, data analysis, experimental conclusions and experimental reflections.

(3) Student experimental assessment records cover all grading grounds including students' preview completion, attendance, practical operation performance, data processing outcomes and experimental reports, together with student experimental score transcripts.

(4) Other teaching materials consist of instructors' teaching plans, trial experimental reports, experimental record forms and other archival materials.

2. The archiving of experimental teaching documents shall be integrated with routine experimental teaching management, adopting a two-tier filing system at the school and experimental center (laboratory) levels. Schools and experimental centers (laboratories) shall establish and refine standardized management systems covering all tiers of experimental teaching management documents, experimental teaching research archives, instrument specifications and operating procedures, as well as all laboratory management rules and regulations.

(1) Documents to be archived by schools: Experimental teaching syllabi, experimental textbooks (or experimental instructions), basic information forms for experimental teaching projects, and experimental assessment records for all experimental courses undertaken by schools. Independent experimental courses shall be archived in accordance with relevant course requirements; for in-course experiments, course instructors shall submit the relevant materials together with course score transcripts to the school for filing.

(2) Documents to be archived by experimental centers (laboratories): Experimental teaching syllabi, experimental textbooks (or experimental instructions), basic information forms for experimental teaching projects, students' experimental reports, laboratory work journal, and other supplementary experimental teaching materials for all experimental courses undertaken by experimental centers (laboratories).

Chapter VII Quality Standards for Internships

Article 29 Quality Standards for Internship Preparation

1. Internship refers to specialized practical teaching processes incorporated into

talent cultivation programs, mainly including cognitive internships (observation, surveys, academic studies), production internships, educational internships (teaching observation), clinical internships and graduation internships.

2. Internship administration adopts a two-tier university-school management framework under the unified leadership of the University. The University undertakes macro-level administration, supervision and inspection of all internship activities. Each school shall organize and arrange internships in accordance with its talent cultivation schemes, with specific implementation undertaken by the teaching and research sections of each major. Duties include compiling internship teaching syllabi, formulating detailed internship implementation plans, assigning internship supervisors, establishing off-campus internship bases, monitoring and inspecting internship quality, and organizing the evaluation of internship performance.

3. All schools shall develop sufficient, stable internship bases matching their respective disciplines. Each major shall maintain a minimum of 1-3 internship bases, while national and provincial first-class majors shall establish no fewer than 5 internship bases.

4. Scientific, detailed and operable internship plans shall be formulated for each major, covering internship objectives and requirements, internship contents, host institutions, start and end dates, internship locations, internship modes, schedules and codes of conduct. Internship plans shall be submitted to the Academic Affairs Office for review and filing one month prior to the commencement of internships.

5. Prior to internship launch, each school shall confirm host internship institutions, conduct pre-internship mobilization and preparatory work, clarify internship objectives, assignments, contents, methodologies and timetables, and distribute full sets of internship materials including internship teaching syllabi to all students to ensure orderly internship delivery.

6. All schools shall attach paramount importance to student safety throughout internships and reinforce comprehensive internship management. Before students depart campus for off-campus internships, schools must deliver mandatory safety education and require students to sign the safety commitment for practical teaching. All interns shall strictly abide by the provisions stipulated in the *Code of Conduct for Interns of Kunming University* and conscientiously complete all assigned internship tasks.

Article 30 Quality Standards for Internship Processes

1. Faculty Supervision

(1) Each school shall assign responsible and experienced on-campus instructors to form a dual-mentor team together with supervisors from internship bases to jointly guide interns. The student-supervisor ratio shall not exceed 1:20.

(2) Internship supervisors shall bear full oversight responsibility for all intern activities. They shall attend to interns' ideological wellbeing and daily life, provide rigorous and comprehensive guidance, assist each intern in developing personalized internship schedules aligned with program requirements, guide students to conduct internships safely in compliance with professional ethics, and deliver targeted advisory feedback based on each intern's practical performance.

(3) Internship supervisors shall maintain regular duty attendance, administer the full internship cycle, properly coordinate communications with host institutions, and resolve emerging internship issues in a timely manner.

(4) For students undertaking decentralized internships, supervisors shall adopt diversified supervision channels including online correspondence and on-site inspections to track internship progress at all placement sites and help students overcome practical difficulties.

(5) Upon internship completion, supervisors shall conduct assessment and grade evaluation, compile comprehensive internship summaries, organize experience-sharing seminars, and archive all internship-related documents.

2. Student Internship Requirements

(1) Interns shall accept the administration of both host institutions and university internship supervisors, and faithfully execute the official internship scheme issued by the University.

(2) Students shall rigorously observe internship disciplines, respect on-site mentors, humbly accept professional guidance, and carry out all internship work in strict accordance with the internship scheme. They shall comply with relevant professional ethics, national laws and regulations, fully abide by internal rules of host institutions, and shall not leave internship posts without official approval.

Article 31 Quality Standards for Internship Grading

1. Final internship grades shall be comprehensively determined based on evaluation comments issued by host institutions and completion status of internship assignments (including the completion of the *Student Internship Handbook* and formal internship reports).

2. After internships conclude, each school shall organize teachers and interns to conduct an all-round recap, hold experience exchange sessions, arrange internship achievement presentations and select outstanding interns. Written internship summary documents shall be submitted to the Academic Affairs Office within two weeks after internship completion.

Chapter VIII Quality Standards for Graduation Thesis (Design)

Article 32 Quality Standards for Topics

1. Graduation thesis (design) topics shall conform to the talent cultivation objectives of the corresponding major, satisfy the basic specifications set forth in the graduation thesis (design) teaching syllabus, and fulfill the goal of comprehensive academic and practical training.

2. The topics selected shall cover a sufficient scope of disciplinary knowledge while matching students' academic capacity. Research or design contents shall consolidate and deepen students' acquired knowledge and cultivate their ability to analyze and resolve practical problems. Topics shall feature moderate difficulty and appropriate workload to ensure students can fully complete all deliverables within the designated time limit.

3. Topic selection shall adhere to the principle of real projects for authentic practice. Preference shall be given to topics closely linked to industrial production,

scientific research, cultural education and economic development. Such topics motivate student engagement, foster awareness of professional practice, and cultivate rigorous academic attitudes and meticulous work ethics. Cross-disciplinary topics across different majors are encouraged to expand students' disciplinary horizons and promote interdisciplinary integration.

4. Each major shall establish a dedicated topic bank for graduation theses (designs), with differentiated emphasis aligned with disciplinary characteristics as specified below:

(1) For science, engineering, agriculture and medicine majors, thesis/design topics shall derive from frontline industrial demands. No less than 50% of all graduation theses (designs) shall be grounded in practical work including experiments, internships, engineering practice and social investigations.

(2) For liberal arts majors, graduation theses (designs) shall feature novelty, address realistic and hot-button issues in society, economy, culture and education, and attain sound academic standards.

(3) Teacher education majors shall prioritize topics concerning basic education, curriculum and instructional research.

(4) Art majors shall complete artistic performances, creative works and equivalent practical deliverables.

5. The one-student-one-topic principle shall be strictly enforced for graduation theses (designs). Where large-scale collective research topics are unavoidable, each participating student shall be assigned an independent subtopic or distinct work module with clear division of labor, reasonable individual workload and controlled group size.

Article 33 Quality Standards for Completion Processes

1. The Academic Affairs Office coordinates, organizes and conducts random inspections of all university-wide graduation thesis (design) work. Each school shall establish a leading group to administer thesis/design work, while teaching and research sections oversee concrete implementation for their respective majors, including drafting graduation thesis (design) syllabi and supporting documents that clearly define program objectives, academic requirements, core deliverables and work schedules.

2. All graduation thesis (design) work shall strictly follow the specified timeline: mobilization, topic selection, supervisor confirmation and issuance of task statements shall be completed in the seventh semester; thesis proposal defenses shall be finished within the first two weeks of the eighth semester; full draft writing shall be concluded by the tenth week; each school shall organize thesis (design) defense sessions between the eleventh and twelfth weeks.

3. Graduation thesis (design) supervisors shall hold the professional title of lecturer or above and possess adequate mentoring and practical experience. Teaching assistants and laboratory technicians may not supervise independently but may provide auxiliary guidance. Off-campus external supervisors may be recruited only after rigorous qualification review and shall typically be technical specialists with extensive practical expertise. In principle, each supervisor shall guide no more than 8

students.

Article 34 Quality Standards for Defenses

1. All students must participate in a formal defense upon completing their graduation thesis (design). All schools shall host public defense sessions to facilitate academic demonstration, exchange and overall improvement of thesis/design teaching quality.

2. Each school shall set up a defense committee to administer all defense activities, chaired by the school dean with a minimum of 5 committee members. Each major shall form defense panels of no fewer than 3 members, chaired by staff holding associate senior or higher professional title, with panel members drawn from relevant disciplinary faculty. External participants may join defense panels only with prior approval from the defense committee.

3. Prior to defenses, the defense committee shall unify defense assessment criteria to be followed by all panels. Each panel shall rigorously verify student defense eligibility; students whose thesis similarity rate reaches or exceeds 30% shall receive a failing grade. Panel members shall pose questions covering foundational theories and core methodologies relevant to the thesis/design and assess students' comprehensive academic capabilities. Each student shall submit a written defense outline detailing research tasks, objectives and significance, primary source materials and references, core thesis/design contents and methodologies, key outcomes, conclusions and a self-evaluation of completed work.

4. Upon defense conclusion, each panel shall issue a written evaluation of the quality of the submitted thesis (design) and defense performance, and assign a final graduation thesis (design) grade.

Article 35 Quality Standards for Grading

1. Grading of graduation theses (designs) shall be primarily based on students' overall task completion, including academic proficiency, work attitude, quality of theses (design reports), drawings and creative works, as well as defense performance.

2. Grading shall adhere to consistent rigorous standards. The final grade is a composite weighted score consisting of 40% supervisor evaluation, 30% reviewer evaluation and 30% defense performance. A five-tier grading scale shall be adopted for final results: Excellent, Good, Medium, Pass and Fail.

3. The proportion of excellent graduation theses (designs) shall not exceed 10% of the total graduating cohort of the corresponding major.

Chapter IX Supplementary Provisions

Article 36 These Quality Standards shall take effect on the date of issuance. Where any content herein conflicts with other institutional documents, these Standards shall prevail. The Academic Affairs Office of Kunming University shall be responsible for the interpretation of these Standards.