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Notice on Issuing the *Administrative Regulations on Undergraduate Practical Teaching of Kunming University (Revised)*

All units and departments of the University:

The *Administrative Regulations on Undergraduate Practical Teaching of Kunming University (Revised)* has been reviewed and adopted at the 20th President's Office Meeting of Kunming University on June 11, 2024. It is hereby issued to all units for full implementation.

Kunming University
July 17, 2024

Administrative Regulations on Undergraduate Practical Teaching of Kunming University (Revised)

Chapter I General Provisions

Article 1 These Regulations are formulated in light of the actual conditions of the University, with a view to further implementing the University's positioning as a comprehensive application-oriented undergraduate university, standardizing undergraduate practical teaching work, fully delivering practical teaching requirements specified in talent training programmes of all programmes, giving full play to the important role of practical teaching links in talent cultivation, and focusing on cultivating high-quality application-oriented talents.

Article 2 Practical teaching is an integral part of undergraduate talent training programmes. All programmes shall construct a scientific and rational practical teaching system in accordance with the University's school-running orientation and the requirements on knowledge, competence and quality for talent cultivation of respective programmes, and give full play to the positive role of practical teaching links and various practical courses in the talent cultivation process.

Article 3 The purposes and significance of practical teaching are as follows: Practical activities enable students to deepen their understanding of theoretical knowledge, improve professional application ability and technical skills, enhance social adaptability, develop vocational skills and professional ethics, clarify career orientation and career planning, and cultivate innovative spirit and sense of social responsibility. Therefore, it is imperative to strengthen comprehensive training of students' practical skills, cultivate students' thinking ability, observation ability, hands-on ability and innovation & entrepreneurship ability, foster students' ideology of advocating labor and respecting workers, as well as a rigorous scientific attitude and a pragmatic work style.

Article 4 The practical teaching system of the University's undergraduate talent training programmes consists of two modules: general education practice and major education practice. The main contents include internship, experiment, practical training, course design, graduation thesis (project), vocational skill training, disciplinary (skill) competitions, social practice, innovation and entrepreneurship practice, etc.

Article 5 All programmes must attach great importance to the reform and innovation of practical teaching. In response to changes in talent demands driven by social and market economic development, all programmes shall continuously innovate practical teaching modes benchmarking against undergraduate education and teaching evaluation indicators and teacher education programme accreditation indicator systems, improve practical teaching content and methods, enhance practical teaching quality, and establish and continuously improve the practical teaching management mechanism.

Chapter II Organization and Administration of Practical Teaching

Article 6 Practical teaching adopts a two-level management mechanism at the university and school levels. The Academic Affairs Office is responsible for the unified management of university-wide practical teaching. Each school and its teaching and research offices are responsible for the organization and specific implementation of various types of practical teaching. Relevant functional departments of the University shall coordinate and cooperate to ensure the orderly and smooth progress of practical teaching work.

Article 7 Responsibilities of the Academic Affairs Office

1. Formulate the construction and development plan for practical teaching of the University;
2. Formulate teaching norms, administrative regulations, and quality monitoring & evaluation systems for practical teaching of the University;
3. Inspect and supervise the implementation of practical teaching links and the implementation of practical teaching norms in all teaching units;
4. Assist teaching units in constructing specialized laboratories and on-campus & off-campus practical teaching bases;
5. Organize and coordinate university-wide disciplinary skill competitions and vocational skill training at all levels;
6. Regularly organize teaching inspection and teaching evaluation of practical teaching;
7. Promote the informatization construction of university-wide practical teaching, and guide and supervise all schools to use the Xiaoyoubang Internship Management Platform;
8. Collect, sort out, archive (or compile) relevant practical teaching administrative documents of the University and education administrative departments at all levels.

Article 8 Responsibilities of Secondary Schools

1. As the main body for carrying out practical teaching activities, secondary schools are responsible for the whole-process management of students' internship work within their respective units;
2. Formulate internal administrative measures and implementation rules for practical teaching in accordance with the University's practical teaching requirements and disciplinary & programme characteristics;
3. Establish a quality assurance system and relevant rules and regulations for internal practical teaching, to ensure the implementation of practical teaching links and the improvement of practical teaching quality;
4. Formulate the construction and development plan for the internal practical teaching system, continuously deepen teaching reform and improve talent cultivation quality;
5. Formulate the construction plan for internal laboratories and practical teaching bases, and take charge of the construction and management of laboratories and practical teaching bases;
6. Take charge of the organization, guidance, inspection, assessment and summary of internal practical teaching links;
7. Supervise internal teachers and students to complete all online tasks on the Xiaoyoubang Internship Management Platform;
8. Collect, sort out and archive university-level and school-level practical teaching administrative documents and practical teaching materials.

Article 9 Responsibilities of Teaching and Research Offices

1. Formulate specialized practical teaching plans, practical teaching syllabi, practical teaching instruction manuals and practical teaching implementation schedules;
2. Organize the specific implementation of all practical teaching links for respective programmes, and take charge of inspecting the delivery, implementation and quality evaluation of each practical teaching link;

3. Actively carry out planned and targeted teaching and research activities on practical teaching, innovate practical teaching modes and methods, and explore new approaches to carry out practical teaching activities;

4. Propose construction plans for specialized laboratories and practical teaching bases and take charge of specific implementation;

5. Guide and supervise internship supervisors to release internship tasks via the Xiaoyoubang Internship Management Platform;

6. Collect, sort out and archive various practical teaching administrative documents and practical teaching materials for respective programmes.

Chapter III Guiding Documents for Practical Teaching

Article 10 Guiding documents for practical teaching mainly include practical teaching plans, practical teaching syllabi, practical teaching instruction manuals, practical teaching assignment briefs, practical teaching textbooks and handouts, etc. No practical course shall be offered without complete teaching documents. In line with the University's positioning as an application-oriented undergraduate university and the requirements for cultivating high-quality application-oriented talents, practical teaching shall increase the proportion of practical courses. In talent training programmes, the proportion of practical courses shall be no less than 25% for humanities and social sciences programmes, and no less than 30% for science, engineering, medicine, agriculture, art and physical education programmes. Once approved, practical teaching documents shall be strictly implemented and shall not be modified arbitrarily.

(I) Practical Teaching Plans. As an important part of talent training programmes, practical teaching plans shall be formulated in accordance with the University's application-oriented undergraduate positioning and the disciplinary & programme characteristics, including:

1. Experimental teaching plans: Generally, experimental courses with more than 32 contact hours shall be offered as stand-alone courses and included in the course catalogue. For in-class experiments that are not offered as stand-alone courses, the contact hours for experimental teaching must be clearly specified.
2. Internship teaching plans: Each programme shall select internship types and internship duration based on its own disciplinary and programme characteristics.
3. Practical training teaching plans: Generally arranged after the completion of professional theoretical courses in each semester, with a duration of 1–2 weeks.
4. Course design teaching plans: Generally arranged after the completion of professional courses in each semester, with a duration of 1–2 weeks.
5. Graduation thesis (design) teaching plans: Generally arranged in the 7th or 8th semester, which can be combined with graduation internship and disciplinary competition contents according to actual teaching needs, with a duration of no more than 14 weeks.

(II) Practical Teaching Syllabi

Practical teaching syllabi are core documents guiding practical teaching, and important basis for organizing and guiding practical teaching work, standardizing practical teaching processes and inspecting practical teaching quality. All practical teaching syllabi must be compiled in strict accordance with the *Basic Specifications for Compilation of Practical Teaching Syllabi of Kunming University* (Annex 1), reviewed and confirmed by the school, and then submitted to the Academic Affairs Office for filing.

1. Syllabi for experimental courses: Syllabi must be formulated for stand-alone experimental courses. The syllabi of each experimental course shall reflect the current development level of the discipline, and ensure the integrity, systematicness and cutting-edge nature of experimental teaching content.
2. Syllabi for internship courses: Centering on the training objectives of application-oriented talents and the employment needs of each programme, highlighting practicality, applicability and cutting-edge nature, and reflecting the characteristics of application-oriented undergraduate education.
3. Syllabi for practical training courses: The training content shall cover the most core and important skills of the programme. The difficulty and requirements of training content from the 1st to the 7th semester shall be continuously deepened and improved, without simple repetition.
4. Syllabi for course design courses: Closely integrated with the course content system, meeting the objectives and requirements of talent cultivation, and reflecting scientificity and feasibility.

(III) Practical Teaching Instruction Manuals. Practical teaching instruction manuals are important basis for guiding students to complete practical teaching, and are teaching documents compiled in accordance with the requirements of practical teaching syllabi. In addition to the teaching objectives, requirements and content stated in the syllabi, the manuals shall also introduce specific procedures of practical teaching, relevant supplementary professional knowledge, and specify assessment requirements.

1. Experimental instruction manuals or experimental textbooks: If there is no official experimental textbook, experimental instruction manuals must be compiled. The manuals shall be compiled by project, including experiment project name, experimental theory or principle, experiment purpose, experiment method, experiment content, precautions for experimental operation, pre-study questions and discussion questions, etc.
2. Internship instruction manuals: Including internship purpose, internship requirements, internship content, completion procedures and status, internship appraisal, etc.
3. Practical training instruction manuals: Compiled by project, including training name, training purpose, training requirements, daily training content, supervising teacher, thinking questions and assignments, etc.
4. Course design instruction manuals: Compiled by project, including design procedures, key design points, design schedule, and analysis of main technical key points, solutions, scheme comparison, etc.

(IV) Practical Teaching Assignment Briefs. Practical teaching assignment briefs are programmatic documents guiding students to complete practical teaching, and specify the basic teaching requirements that students shall fulfill through practical teaching activities. The briefs shall be compiled by supervising teachers and reviewed and approved by the director of the teaching and research office.

1. Internship assignment briefs: Including internship content, internship schedule, internship requirements, etc.
2. Course design assignment briefs: Including topic, known technical parameters and design requirements, course requirements, workload, work plan, etc.
3. Graduation thesis (design) assignment briefs: Including necessary content, requirements and work to be completed for the graduation thesis (project), phased work schedule, and list of references. For projects completed jointly by multiple

students, the sub-topics and work content independently completed by each student must be clearly defined.

Chapter IV Qualifications of Practical Teaching Supervisors

Article 11 Each school shall strictly review the qualifications of practical teaching supervisors. Generally, teachers with intermediate professional title or above (or master's degree or above), rich practical teaching experience, solid professional foundation, strong sense of responsibility and organizational management ability shall be appointed as practical teaching supervisors. Priority shall be given to Dual-qualified teachers.

Article 12 Practical teaching supervisors shall generally be teachers of major courses (or disciplinary foundation courses). Teachers who participate in practical teaching guidance for the first time or undertake practical teaching of newly opened courses shall undergo trial lectures or practical operation training, be reviewed and confirmed by the programme teaching and research office, and be approved by the school before participating in practical teaching guidance.

Article 13 The University encourages the appropriate appointment of engineering and technical personnel from enterprises and public institutions or relevant professional scientific and technological personnel (teachers) as off-campus practical teaching supervisors. Each school shall strengthen qualification review and quality monitoring during the teaching guidance process. Qualification review shall be implemented with reference to Article 11. After passing the qualification review, the school shall issue a letter of appointment to the supervisor and submit it to the Academic Affairs Office for filing.

Article 14 Each school shall attach great importance to the construction of the practical teaching faculty team. It shall intensify the training of dual-qualified teachers through approaches such as temporary post training, social practice, participation in enterprise technological transformation and joint research, development of technical consultation and scientific and technological popularization, and experimental practice of basic education teaching reform, so as to adapt the University's faculty team to the requirements of application-oriented undergraduate education and teaching.

Chapter V Content and Basic Requirements of Practical Teaching

Section 1 Experimental Teaching

Article 15 Experiments are important content constituting the practical teaching system in talent training programmes. Centering on talent cultivation objectives and in accordance with the relevant requirements and regulations on the setting of experimental courses in talent training programmes, experimental teaching refers to practical teaching activities where teachers guide students to use relevant instruments and equipment and test materials to carry out purposeful, targeted and innovative practice.

Article 16 The basic purpose of experimental teaching is to cultivate students' basic skills of experimental operation, deepen students' understanding of basic theories, cultivate students' scientific spirit (scientific attitude), hands-on ability, and ability to analyze and solve problems, so as to consolidate theoretical knowledge, train basic skills, and cultivate application ability and innovation ability.

Article 17 Experimental teaching mainly includes in-class experiments (course experiments), stand-alone experimental courses and concentrated practical links. According to different purposes, requirements and content of experiments, they can

generally be divided into demonstrative, operational, verification, comprehensive, design-oriented and innovative experiments.

1. Demonstrative experiments: Teachers perform operations while students observe, to verify theories, explain principles and introduce methods.
2. Operational experiments: Students assemble, debug experimental devices or operate computers independently as required, carry out programming and data processing, and master basic principles and methods.
3. Verification experiments: In accordance with the requirements of experimental textbooks (instruction manuals), students operate and verify the learned theories, deepen their understanding of basic theories and knowledge, master basic experimental knowledge, methods and skills, master the processing methods of experimental data, and write standardized and qualified experimental reports.
4. Comprehensive experiments: After a period of theoretical and experimental course study, students comprehensively apply the knowledge and skills they have learned to complete certain experimental content.
5. Design-oriented experiments: Given the purpose, requirements and conditions of the experiment, students independently design the experimental scheme and implement it to form a complete experimental report.
6. Innovative experiments: Students participate in teachers' scientific research projects and comprehensively apply knowledge of relevant disciplines, so that students can initially master scientific thinking and scientific research methods, and learn to write scientific research reports and research project demonstration reports.

Article 18 For experimental teaching, syllabi must be compiled and experimental project schedules must be formulated in strict accordance with the requirements of each programme's talent training plan, to ensure the offering rate, quality and standardized management of experimental projects.

Article 19 Experimental teaching is organized by each school and specifically implemented by each programme teaching and research office. The teaching secretary of each school shall submit the *Schedule of In-class Experiments of Kunming University* to the Practical Teaching Section of the Academic Affairs Office within the first week of the semester for inspection.

Article 20 To ensure the effect of experimental teaching, grouping shall be carried out in accordance with the following requirements: For general education course experiments, computer-based experiments and operational experiments: 1 student per group; for disciplinary education course experiments: 2 students per group (except for large-scale equipment and system devices); for professional courses and concentrated practical links: the grouping can be determined according to programme requirements and experimental conditions. In principle, each supervising teacher shall guide no more than 30 students per experiment session. When carrying out experiments or design tasks in computer classrooms, in principle, one teacher shall only guide students' practical teaching in one computer room.

Article 21 In the preparation stage of experiments, experimental supervisors must do a good job in the maintenance of experimental instruments and equipment to ensure the integrity of instruments and equipment, and complete all experimental preparation work.

Article 22 Before the start of experimental courses, teachers shall check students' pre-study status, explain relevant theoretical knowledge, experimental methods, operating procedures, technical safety requirements, precautions and relevant rules and regulations to students, and organize students to carefully study the *Code of Practice for Students in Laboratories of Kunming University* (Annex 2).

Article 23 Students must arrive at the laboratory on time to participate in experiments. Students who are late for more than 15 minutes or absent without reason shall be treated as truancy. Students who are unable to participate in experiments on time due to special reasons must make up the experiments. Students who miss more than 30% of the total experiments of the course shall not be allowed to participate in the assessment of the course.

Article 24 According to the characteristics of the course, experimental assessment can adopt various methods such as conventional assessment, operational skill assessment, written assessment, submission of experimental results and defense.

Article 25 For stand-alone experimental courses, grades shall be assessed independently; for in-class experiments (course experiments), the grades shall be included in the overall grade of the corresponding course. The grade book shall record the grades of in-class experiments and indicate their proportion in the total grade.

Section 2 Internship Teaching

Article 26 Internship is an important part of the practical teaching system in talent training programmes. It is a key link to achieve talent cultivation objectives, cultivate students' application ability and professional ethics, hands-on ability and innovative spirit, and is an important practical teaching activity that combines theoretical knowledge with actual work.

Article 27 The main purpose of internship teaching is to establish students' perceptual understanding of the major, understand the development trend of the discipline, obtain direct work experience and cultivate practical work ability. Through exposure to society and on-the-job training, students can consolidate and deepen their theoretical knowledge, cultivate the ability to integrate theory with practice, analyze and solve problems, enhance the sense of labor, and cultivate innovative awareness.

Article 28 In accordance with the requirements of programme talent training specifications, each school shall rationally arrange various internship teaching tasks in the talent training programmes, further intensify the reform of internship (practical training), and ensure the quality of students' internship teaching.

Article 29 The main types of internship include orientation internship (observation, investigation), production internship, teaching internship (study, observation), hospital internship (clinical internship), graduation internship, etc.

1. Orientation internship (observation, investigation): Teachers lead students to visit, study and investigate work units engaged in relevant professions, so that students can obtain perceptual understanding of the discipline or major. The duration is generally 1–2 weeks.
2. Production internship: At the production site, students directly participate in the production process as workers, technicians, administrators, etc., which is a teaching form that combines professional knowledge with production practice. The production internship lasts for 3–6 weeks, and the daily internship working time shall be no less than 6 hours.
3. Teaching internship (study, observation): In accordance with teacher education programme accreditation standards, normal education students comprehensively apply educational theories and professional knowledge to carry out teaching and management, so as to cultivate and exercise students' ability to engage in education and teaching and management work, including teaching work internship, class team work internship, education investigation and study and other work. The total duration of the internship is one semester (18 weeks). The internship process is divided into three stages: pre-internship training, on-site internship, and post-internship summary & reflection. The three stages are interlinked and promoted in sequence, forming a

relatively complete work process. The start time can be flexibly arranged by each school according to actual teaching needs. It is recommended to arrange it in the 6th or 7th semester, but shall not be carried out earlier than the 3rd grade.

4. Hospital internship (clinical internship, including graduation internship): Medical students comprehensively apply medical theories and professional knowledge, establish good medical ethics, cultivate the awareness of medical and health prevention and group awareness, and consolidate and improve the learned diagnosis and treatment technologies, diagnosis and treatment principles for common and frequently-occurring diseases, and nursing methods. The duration of students' hospital internship is one year.

5. Graduation internship: In accordance with professional teaching requirements, it cultivates and exercises students' ability to comprehensively apply basic theories, basic skills and professional knowledge, independently analyze and solve practical problems and practical hands-on ability, lays a foundation for students to carry out graduation theses (projects) and take up posts after graduation. It is arranged in the 7th and 8th semesters, and the duration of graduation internship shall be strictly implemented in accordance with the training plan.

Article 30 Internship modes can be flexibly set according to programme characteristics, generally organized by the school and specifically arranged by the teaching and research office. Teacher education programmes are overall arranged by the Academic Affairs Office and implemented by secondary schools. In terms of organizational form, it is divided into two types: centralized internship and self-arranged decentralized internship.

1. Centralized internship: Each programme organizes most students for internship, and internship supervisors follow up the guidance and management throughout the process. To ensure internship quality, in principle, professional internship, teaching internship and graduation internship shall adopt the centralized internship mode.

2. Self-arranged decentralized internship: Each programme allows some students with special circumstances to contact internship units independently. In principle, the number of students participating in self-arranged decentralized internship in teacher education programmes shall not exceed 30% of the total number of interns in the unit in that year. Meanwhile, all programmes shall strengthen process monitoring to ensure the effect and quality of internship.

For specific management requirements of internship, please refer to the *Administrative Measures for Undergraduate Internships of Kunming University*.

Article 31 Internship teaching work is organized and arranged by each school in accordance with the requirements of the programme talent training plan, and the specific work is implemented by each programme teaching and research office. The work includes organizing the compilation of internship syllabi, formulating internship implementation plans, appointing internship supervisors and student internship team leaders, implementing practical bases and internship venues, inspecting and monitoring internship quality, organizing internship grade assessment, completing operations on the Xiaoyoubang Internship Management Platform, and uploading monthly internship data to the *National Public Service System for College Students' Internships* in accordance with the requirements of the Ministry of Education.

Article 32 After the end of each academic year (July–August), each school shall fill in the *Statistical Table of Internship of Kunming University for the XX Academic Year* and the *Internship Plan* for the next academic year, and submit them to the Practical Teaching Section of the Academic Affairs Office. The Practical Teaching

Section shall make overall arrangements for the centralized internship of the new semester in advance after summarization.

Article 33 Before the start of the internship, each school must earnestly implement the internship units, do a good job in internship mobilization and preparation according to the internship teaching content, so that interns can clarify internship safety, internship discipline, internship purpose, tasks, content, methods and schedule. At the same time, all kinds of internship materials including internship syllabi and internship manuals shall be distributed to students to ensure the normal and orderly development of internship work.

Article 34 Each school shall attach great importance to students' safety during the internship and strengthen the management of internship work. Before interns leave school for off-campus internships, each school shall sign the *Letter of Commitment on Practical Teaching Safety of Kunming University* (Annex 5) with all intern students, sign the *Safety Agreement for Students' Off-campus Practice*, and fill in the "Internship Informed Consent Form" in the Xiaoyoubang Internship Management System, which shall be signed by the students' guardians and uploaded to the system for filing.

Article 35 For self-arranged decentralized internships, all schools shall attach great importance to and focus on strengthening supervision and management. To ensure the quality of self-arranged decentralized internships and the safety of students, students applying for self-arranged decentralized internships shall fill in the *Application Form for Self-arranged Decentralized Internship of Kunming University*, which shall be submitted to the school for approval and then archived by the school. The school shall submit the *Approval Form for Self-arranged Decentralized Internship of Kunming University* to the Academic Affairs Office for separate approval via the University's OA System. Only after approval can interns carry out self-arranged decentralized internships. The school shall strictly review the conditions of internship units and internship content. Supervisors shall guide students to carry out internships in accordance with the syllabus and implementation plan, use the Xiaoyoubang Internship Management Platform to check in for interns (the check-in requirements can be set by each school according to the actual situation), and maintain regular contact with interns via WeChat, QQ, telephone and other forms to grasp the dynamics of interns in a timely manner.

Article 36 During the internship, regardless of the internship mode adopted, students must strictly abide by the relevant provisions of the *Code of Practice for Interns of Kunming University* (Annex 6) and earnestly complete all internship tasks.

Article 37 After the end of the internship, students must complete all internship tasks and relevant tasks on the Xiaoyoubang Internship Management Platform, and submit the *Student Internship Manual*, internship report (design) and internship unit appraisal certificate for archiving by the school.

Article 38 Internship grades are comprehensively assessed based on the internship unit appraisal and the completion of internship tasks (including the filling of the *Student Internship Manual*, the completion of internship reports, and the completion of tasks on the Xiaoyoubang Internship Management Platform).

Article 39 After the end of the internship, each school shall organize teachers and students participating in the internship to comprehensively summarize the internship work, carry out internship experience exchange, internship results presentation and selection of outstanding interns within the school.

Article 40 Specific responsibilities of internship supervisors:

1. Before the internship, supervisors shall strictly formulate specific internship plans and implement them in place in accordance with the requirements of the professional internship syllabus.
2. Supervisors shall actively cooperate with internship units (practical bases), select students with good ideological style, discipline awareness, enthusiasm for serving classmates and good communication skills as internship team leaders to assist supervisors in managing interns, coordinate the relationship between interns and internship units, and solve problems in the internship in a timely manner.
3. Supervisors shall timely understand, grasp and inspect the completion of students' internships to prevent accidents.
4. For students who violate discipline during the internship, supervisors shall criticize, educate and deal with them in a timely manner. For serious violations, supervisors shall timely report to the school and the Academic Affairs Office and put forward handling opinions.
5. Supervisors are responsible for the attendance and grade assessment of interns, and shall complete the internship summary work after the internship.
6. Supervisors are responsible for guiding and urging interns to complete relevant online tasks on the Xiaoyoubang Internship Management System.
7. Supervisors shall not leave their posts without permission during the internship. If they need to ask for leave under special circumstances, they must be approved by the school leadership.

Section 3 Practical Training Teaching

Article 41 Practical training is an important teaching link for students to integrate theory with practice, understand and familiarize themselves with the actual work content and methods of relevant industries, and improve professional skills and practical operation ability. Through practical training, students can obtain correct professional ethics, cultivate a hard-working work style, and develop the ability to correctly use various equipment and apply software. Through the practical application of theoretical knowledge, students can master professional skills proficiently, so as to strengthen students' professional skills.

Article 42 Each teaching unit shall clarify the practical training content of each programme in its department, strengthen the construction of simulation laboratories or practical training venues, formulate corresponding practical training management systems in combination with programme characteristics, and do a good job in quality monitoring at the same time. The teaching and research office shall be fully responsible for organizing the development of professional practical training work, overall coordinating the practical training arrangement, reviewing teaching materials related to practical training, and completing the archiving of materials.

Article 43 Teachers shall rationally and scientifically design the practical training content according to the course objectives and professional industry requirements, so as to integrate theory with practice and cultivate students' practical application ability. Before the start of practical training, supervisors shall study and design the optimal practical training scheme around strengthening the cultivation of students' application ability and improving teaching quality in accordance with the requirements of the practical training curriculum standards, contact relevant departments or practical training bases in advance, and carefully prepare teaching materials, including curriculum standards (syllabi), teaching plans, textbooks or relevant guidance materials, to fully prepare for the practical training.

Article 44 Practical training shall focus on students' independent work under the guidance of teachers, and gradually cultivate students' independent work ability and improve practical operation skills. Teachers shall guide all links of students' practical training throughout the process, with a serious and rigorous attitude, effective guidance, teaching students in accordance with their aptitude, and outstanding effects. Teachers shall strengthen guidance for students with difficulties in learning and operation, and appropriately raise requirements for outstanding students.

Article 45 Students participating in practical training must be strictly required, inspected and assessed. Students are required to complete practical training tasks on time, in quantity and in quality. After the completion of practical training, supervisors shall assess grades based on students' performance during the practical training and the submitted practical training results. They shall also carefully summarize the practical training work, strive to identify problems accurately, and put forward suggestions for future improvement.

Article 46 Course design is a teaching activity carried out to cultivate students' ability to apply the theoretical and technical knowledge of this course and related courses to solve practical problems, and develop their abilities in design, calculation, drawing and use of technical data.

Article 47 Teaching Objectives of Course Design

1. Cultivate students' ability to comprehensively apply learned knowledge and production practice experience to analyze and solve engineering and technical problems;
2. Cultivate students' correct design thinking, work style of integrating theory with practice, serious and realistic scientific attitude, and innovative spirit of courage to explore;
3. Train and improve students' abilities in theoretical calculation, structural design, engineering drawing, consulting design materials, and mastering standards and norms.

Article 48 Teaching Requirements for Course Design

In course design teaching, basic training shall be strengthened based on course-related knowledge, so as to integrate theory with practice, inherit and innovate, and combine students' subjective initiative with teachers' individualized guidance and strict requirements.

Article 49 Course design topics shall be drafted by supervising teachers or students, and can only be carried out after review and approval by the programme teaching and research office. Topics shall be targeted and practical. Simulated topics shall not be reused, and the annual update rate of topics shall reach more than 50%. The difficulty and workload of topics shall be appropriate for students' knowledge and ability.

Article 50 The content of course design shall cover the content of the course syllabus as much as possible, meet the purpose and requirements of course design, and enable students to receive comprehensive and integrated training.

Article 51 Each programme teaching and research office shall be fully responsible for the organization of course design.

Article 52 Except for individual assignments (large homework) that are scattered, course design is generally carried out in a concentrated manner, and the specific schedule shall be implemented in accordance with the provisions of each programme's talent training plan.

Article 53 In principle, each teacher shall guide no more than 20 students. Before the start of the design, mobilization work for course design shall be done to

enable students to fully understand the purpose, tasks and content of this course design.

Article 54 In course design, students shall focus on independent work, dare to practice and innovate. At the same time, they shall abide by discipline and complete course design tasks on time.

Article 55 Grades for course design are comprehensively assessed based on design results and defense performance.

Section 4 Graduation Thesis (Project)

Article 56 Graduation thesis (project) is an important practical teaching link for students to complete the basic training of their major and receive comprehensive ability training.

Article 57 The teaching purpose of graduation thesis (project) is to cultivate students' ability to comprehensively apply basic theories, professional knowledge and skills, independently analyze and solve technical or business problems of certain difficulty in their major, further train students' professional ability and vocational skills, and lay a good foundation for adapting to professional posts after graduation.

Article 58 The work of graduation thesis (project) shall be fully organized and implemented by each school.

Article 59 Topic selection for graduation thesis (design) shall be strict, rigorous, accurate, reasonable and feasible. Factors such as students' completion ability, teachers' guidance ability, learning venues, materials and experimental conditions shall be fully considered to ensure the smooth development of students' graduation thesis (design) work.

Article 60 Before the start of graduation thesis (project), supervisors shall make necessary preparations, familiarize themselves with the topic content, collect materials, understand the experimental site, analyze the situation of students, and formulate assignment briefs.

Article 61 Supervisors shall be fully responsible for students, impose strict requirements, focus on key links, strengthen inspection and phased review, and strictly complete all online links on the Geda Thesis Management System on time and in quantity. Each school and programme teaching and research office shall supervise the development of graduation thesis (project) work and do a good job in mid-term inspection.

Article 62 In the process of completing the graduation thesis (project), students shall give full play to their enthusiasm and initiative, think independently, actively communicate with supervisors, and solve existing problems.

Article 63 Students' graduation theses (projects) can enter grade assessment only after going through links such as plagiarism check, revision, final manuscript submission and thesis defense on the Geda Thesis Management System. The grade of graduation thesis (project) is comprehensively assessed by the supervisor's score, the reviewer's score and the defense score, and the final grade is finally converted in the thesis management system.

Article 64 After the completion of graduation thesis (project) work, each programme shall complete work such as quality analysis reports and grade registration, and submit them to the Practical Teaching Section of the Academic Affairs Office on time for filing. From June to July after the end of the annual thesis work, each school shall carry out self-inspection of graduation theses (projects) benchmarking against the national random sampling indicators for undergraduate graduation theses, so as to prepare in advance for the annual national random sampling of theses and eliminate unqualified theses.

Article 65 Specific requirements for the organization and leadership, teaching process management of graduation thesis (project) work shall be implemented in accordance with the *Regulations on Graduation Thesis (Project) Work of Kunming University*.

Section 5 Vocational Skill Training

Article 66 Vocational skill training is a teaching activity carried out to promote students to master professional skills proficiently in accordance with the requirements of course or programme teaching.

Article 67 The purpose of vocational skill training for students is to improve students' comprehensive quality and professional technical level, and enhance their employability and entrepreneurship ability.

Article 68 Vocational skills include necessary skills for corresponding industry work posts of each programme, and can also be one or more skills in the national vocational standards.

Article 69 Students' vocational skill training is generally arranged after class. Each school can organize targeted training and hold lectures, and at the same time encourage students to participate in training activities organized by various training institutions inside and outside the school.

Article 70 Relevant departments of the University shall do a good job in communication and coordination with vocational qualification certification authorities to provide convenience for students to obtain vocational qualification certificates.

Article 71 Vocational skill training shall be included in the talent training plan of each programme as a module of the talent training plan, and form a supporting professional talent skill training plan.

Article 72 Each programme shall determine skill training projects according to the requirements of programme talent training objectives, select relatively stable training content, and employ and form a skill training faculty team with certain expertise to ensure the implementation of students' skill training.

Article 73 The vocational skill assessment work of each programme shall be organized by each school, which is responsible for assessment and certification.

Article 74 The assessment shall be fair, impartial and open, and quality shall be strictly controlled. Taking assessment as a means, promote the development of skill training and improve students' enthusiasm for skill training.

Section 6 Disciplinary (Skill) Competitions

Article 75 The purpose of carrying out disciplinary (skill) competitions is to implement the University's positioning as a comprehensive application-oriented undergraduate university, cultivate high-quality application-oriented talents with high comprehensive quality, strong professional ability and excellent vocational skills, and drive the improvement of the level of high-quality application-oriented talent cultivation through students' professional skill training and competitions.

Article 76 Disciplinary (skill) competitions refer to extracurricular academic, scientific and technological innovation and entrepreneurship competitions for college students that are closely related to disciplinary and professional teaching, organized by government departments, institutions of higher learning, academic societies or other organizations. It mainly includes permanent disciplinary (skill) competitions for college students organized by national and provincial government departments (Ministry of Education, Provincial Education Department), various teaching steering committees, industry associations (societies), universities, enterprises or other international and domestic academic groups.

Article 77 According to the professionalism, influence and participation scope of competitions, the University divides disciplinary (skill) competition projects into three categories: Category A, Category B and Category C.

Category A: Disciplinary competitions for college students included in the list of university student competitions recognized by the Ministry of Education, subject to the Analysis Report and Competition List of National College Student Disciplinary Competitions issued by the Chinese Society of Higher Education.

Category B: Other permanent disciplinary (skill) competitions for college students that are not included in the Category A competition list, organized by provincial education administrative departments such as the Ministry of Education and the Provincial Education Department, various teaching steering committees, industry associations (societies), universities, enterprises or other international and domestic academic groups; provincial competitions of Category A competitions organized by provincial education administrative departments (provincial education department), various teaching steering committees, industry associations (societies), universities, enterprises or other international and domestic academic groups.

Category C: University-level competitions of various disciplinary (skill) competitions.

Article 78 The University establishes a leading group for disciplinary (skill) competition work, which is responsible for the overall leadership of the University's disciplinary (skill) competition management work. Its office is located in the Practical Teaching Section of the Academic Affairs Office. The University encourages relevant schools to build disciplinary (skill) competition bases and organize students to participate in disciplinary (skill) competitions recognized by the University.

Article 79 Various disciplinary (skill) competitions are overall coordinated by the Academic Affairs Office, and relevant responsible departments participate (undertake) the competitions. For Category A competition projects, the Academic Affairs Office assigns the participating (undertaking) units. For Category B and Category C competition projects, relevant units shall submit applications and organize participation in the competitions after approval by the Academic Affairs Office.

Article 80 All schools shall actively organize students to carry out various levels of professional skill training and competitions in accordance with the specific requirements of the *Administrative Measures for College Students' Disciplinary (Skill) Competitions of Kunming University*, so as to comprehensively improve the quality of the University's talent cultivation.

Chapter VI Monitoring and Evaluation of Practical Teaching Quality

Article 81 Practical teaching is an important part of the University's teaching work and a key link in the quality of talent cultivation. The University incorporates practical teaching quality evaluation into the university-wide teaching evaluation system and establishes a scientific and perfect practical teaching quality monitoring system. On the basis of attaching importance to practical teaching, all schools shall strive to intensify the quality monitoring of practical teaching.

Article 82 The teaching and research offices of all programmes must organize professional practical teaching supervisors to discuss and revise the syllabi of practical teaching courses in a timely manner based on the situation of practical teaching carried out in the previous academic year. The revised results shall be submitted to the Academic Affairs Office for review, compilation and archiving.

Article 83 Practical teaching is one of the main contents of mid-term teaching inspection. The inspection contents include: practical teaching syllabi, experimental

and practical training textbooks (or handouts, instruction manuals), students' experimental and practical training reports, students' assessment records, the usage of the Xiaoyoubang Internship Management Platform and the Geda Thesis Management System, and other teaching materials. In addition, unscheduled spot checks shall be conducted on the classroom teaching of experiments and practical training.

Article 84 Attention shall be paid to updating the content of experimental teaching, and the proportion of demonstrative and verification experimental projects shall be reduced as much as possible, to ensure that the proportion of comprehensive, design-oriented and research-oriented experimental projects is no less than 30%, and they shall be updated at a rate of 10% per year. Experimental courses that fail to meet this ratio shall not be allowed to be offered (except under special circumstances).

Article 85 During practical training courses and course design, the Teaching Quality Monitoring and Evaluation Center shall organize relevant personnel to go deep into schools to inspect the organization, management and assessment processes of the courses. After the completion of practical training and course design, each school shall summarize the practical training and course design of this semester, and sort out and archive the materials before the end of the semester.

Article 86 Teaching supervisors shall attend a certain number of experimental and practical training courses each semester, exchange views with teachers on their teaching quality, and help them improve deficiencies in teaching. Teachers shall observe at least one practical course each semester.

The quality monitoring and evaluation of practical teaching links shall be implemented in accordance with the relevant detailed rules of the *Implementation Measures for Teaching Quality Monitoring and Evaluation of Kunming University*.

Chapter VII Funds for Practical Teaching

Article 87 The use of practical teaching funds shall be overall planned by the University. Each school shall formulate a reasonable plan for the use of practical teaching funds, make overall considerations, and strive to improve the efficiency of the use of practical teaching funds. The practical teaching funds shall be implemented in accordance with the *Interim Measures for the Use and Management of Internship (Practical Training) Funds of Kunming University*.

Article 88 Each school shall grant certain fund subsidies to teachers and students participating in practical teaching activities, and the subsidy standards shall be strictly implemented in accordance with the *Interim Measures for the Use and Management of Internship (Practical Training) Funds of Kunming University*.

Chapter VIII Construction and Management of Practical Teaching Bases

Article 89 Practical teaching bases are important teaching resources for the University's talent cultivation, and also an important platform for accelerating the construction of high-level undergraduate education and improving the quality of talent cultivation. Undergraduate practical bases mainly undertake practical teaching tasks such as off-campus and on-campus internships, social practice, labor education, and ideological and political practice for undergraduates of the University. Through the construction of practical bases, the University establishes the school-running philosophy of actively serving national strategic needs and industry enterprise needs, explores a new mechanism for the University to jointly cultivate application-oriented talents with industries, enterprises and public institutions, scientific research institutes and government departments, continuously deepens the reform of the talent training mode, and strives to improve students' sense of social responsibility to serve the

country and the people, innovative spirit of courage to explore, and practical ability to solve problems.

Article 90 Practical teaching bases are divided into two categories: on-campus and off-campus. Functionally, they include teacher education practical teaching bases (for teacher education programmes), industry-education integration collaborative education bases (for non-teacher education programmes), labor education practical bases (general use), etc. The types of practical activities that can be carried out include internship, practical training, observation, study, etc., hereinafter referred to as "practical bases".

1. On-campus practical bases: Practical bases approved and established by the University in accordance with the disciplinary and professional development plan, such as the Baishahe Base, Xiangshicun Base and Xiaoshao Base under the University's practical training base management committee, as well as laboratories and practical training centers of each secondary school.
2. Off-campus practical bases: Teaching bases jointly established by schools through negotiation with external units such as relevant government departments, enterprises and public institutions, scientific research institutions, schools, kindergartens, etc., to provide practical teaching links such as production internship, graduation internship, teaching internship and graduation design (thesis) for students of relevant majors.

Article 91 Principles for the Construction of Practical Bases

1. Adhere to the principle of combining internship teaching with labor practice;
2. Adhere to the principle of matching with majors and sustainable construction;
3. Adhere to the principles of advanced nature, diversity and convenience;
4. Adhere to the principle of stable development and dynamic adjustment;
5. Adhere to the principle of mutual benefit, shared responsibility, joint construction and coordinated development.

Article 92 Conditions for the Construction of Practical Bases

1. If on-campus professional laboratories and practical training centers can accommodate students from other disciplines and majors to carry out practical activities on the premise of meeting the practical teaching tasks of their own disciplines, the school where they are located may apply to the Academic Affairs Office for the construction of on-campus practical bases.
2. The construction unit of off-campus practical bases must have legal qualifications such as legal person status, business license, organization code certificate, operate normally, have the intention of long-term cooperation with the University, have the enthusiasm to participate in internship teaching, and have the ability and willingness to undertake internship teaching tasks.
3. The practical base must have the ability to accept students for internship teaching, have the conditions for study, life, hygiene and production labor safety protection required for students' internships. The base must have a certain number of personnel with high professional and technical level and rich on-site teaching experience as internship supervisors.

Article 93 Contents of Practical Base Construction

1. Improve the organization and management system. On-campus practical bases are mainly declared and constructed relying on the secondary school where they are located, with the secondary school as the main management body. A leading group shall be formed by the main leaders of the secondary school, relevant personnel of laboratories and experimental centers. Off-campus practical bases are jointly constructed relying on the co-construction units, and a leading group shall be formed

by relevant personnel of both parties. Centering on the cultivation of application-oriented and innovative talents, explore the establishment of a sustainable management mode and operation mechanism, and establish rules and regulations for practical teaching operation, student management and safety assurance.

2. Optimize the internship teaching mode. Both parties of the co-construction shall jointly formulate the objectives and training plans of practical teaching, jointly construct the curriculum system and teaching content, jointly organize and implement the training process, and jointly evaluate the training quality, so as to realize the high integration of on-campus training and off-campus practice.

3. Build a practical teaching faculty team. The practical teaching supervisor team shall be jointly formed by university teachers and professional technical personnel and managers with rich practical experience from the co-construction units. Effective measures shall be taken to promote the mutual exchange of supervisor teams, jointly participate in the practical teaching process, and continuously improve the overall level of the practical teaching faculty.

4. Off-campus practical bases are divided into university-level bases and school-level bases in terms of management hierarchy. In addition to mainly undertaking the internship teaching tasks of students from the corresponding secondary school, university-level bases shall also accept students from relevant majors of other secondary schools to carry out practical activities within the scope of admission capacity, so as to realize resource sharing.

5. Establish a scientific assessment and evaluation system. Based on the University's training plan and the actual situation of the practical base, both parties shall jointly formulate the assessment methods and means for students during the internship period, jointly formulate a scientific and reasonable evaluation index system, and jointly evaluate the cultivation quality of students during their study at the practical base.

6. Build a safety assurance system. Do a good job in education on safety, confidentiality, intellectual property protection, etc. for students during practical activities, provide adequate safety protection and labor protection equipment, and do a good job in relevant management work.

Article 94 Application and Management

The construction and management of practical bases adopt a two-level management mode at university and school levels. The University is responsible for overall coordination of matters related to base construction and formulating relevant administrative measures. Based on the discipline and programme construction plan and curriculum standard requirements, the school specifically implements the construction and management of practical bases, including the application for practical base construction, formulation of internship curriculum standards, compilation of internship instruction manuals, arrangement of internship teaching tasks, appointment of on-site supervisors, guarantee of students' internship safety, and assessment & evaluation of internship teaching.

1. On the basis of preliminary investigation of the proposed base, the school negotiates with the co-construction unit to reach a preliminary intention of establishing an off-campus practical base, fills in the *Application Form for the Construction of Practical Teaching Bases of Kunming University* (Annex 7) in the OA System, submits it to the Academic Affairs Office for approval after review by the main leaders of the secondary school. Meanwhile, the school shall submit the cooperation agreement to the University's Legal Affairs Office for legal review via the OA System. For on-campus practical bases, the secondary school initiates the

application process in the OA System, and the Academic Affairs Office conducts the review without submitting it to the Legal Affairs Office for approval.

2. After receiving the application, the Academic Affairs Office shall review the conditions of the practical base and the necessity of its establishment. The University's Legal Affairs Office shall conduct legal review of the content of the *Agreement* for the construction of off-campus practical bases.

3. For off-campus practical bases approved for establishment, the University and the supporting unit of the practical base shall formally sign the *Agreement on Off-campus Internship Bases of Kunming University* (Annex 8 and 9) (hereinafter referred to as the "Agreement"). The Agreement shall specify the content, rights and responsibilities of cooperation between the two parties. The cooperation period of the Agreement is generally 3–5 years. The Agreement is made in duplicate, with one copy held by the secondary school and one by the practical base. The secondary school shall scan the signed agreement into a PDF document and send it to the Academic Affairs Office for filing. When the agreement expires, it can be renewed according to the cooperation intention and effect of both parties.

4. After the OA approval process is completed, on-campus practical bases can hang the plaque of "On-campus Practical Teaching Base of XX School, Kunming University". The style of the plaque shall be uniformly designed and produced by the Academic Affairs Office. After the *Agreement* is signed for off-campus practical bases, the plaque of "Off-campus Practical Base of Kunming University" can be hung. The style of the plaque shall be uniformly designed and produced by the Academic Affairs Office.

Article 95 The daily management of on-campus practical bases shall be the responsibility of the secondary school where they are located. The daily management of off-campus internship bases shall be jointly responsible by the co-construction unit and the secondary school. Both parties shall strengthen communication and contact to build a long-term mechanism for the sustainable development of internship bases. After the establishment of practical bases, the school shall establish teaching files for each base, including:

1. Introduction materials of the practical base: including brief introduction of the practical base, introduction of the co-construction unit, qualification certificates, introduction of the person in charge of the base, co-construction agreement, rules and regulations of the base, faculty status (number of people, educational background, professional titles, etc.), internship projects and suitable majors, etc.

2. Operation status of the practical base: including the list of majors entering the base for internship every year, list of students, list of supervisors, teaching plans, records of internship teaching activities (text, photos, video materials), students' internship reports and internship results, feedback records of the practical base on students' internship status, internship newsletters, etc.

3. Employment status of graduates of the University by the supporting unit of the practical base.

Chapter IX Supplementary Provisions

Article 96 These Regulations shall come into force on the date of issuance, and the Academic Affairs Office shall be responsible for interpretation. The former *Administrative Regulations on Practical Teaching of Kunming University (Revised)* (SJ [2018] No. 3) shall be abolished simultaneously.

Annexes:

1. Basic Specifications for Compilation of Practical Teaching Syllabi of Kunming University
2. Code of Practice for Students in Laboratories of Kunming University
3. Regulations on Laboratory Management of Kunming University
4. Regulations on Open Laboratory Management of Kunming University
5. Letter of Commitment on Practical Teaching Safety of Kunming University
6. Code of Practice for Interns of Kunming University
7. Application Form for the Construction of Practical Teaching Bases of Kunming University
8. Template of Cooperation Agreement for Joint Construction of "Teacher Education Practical Teaching Bases" (for Teacher Education Programmes)
9. Template of Cooperation Agreement for Joint Construction of "Teaching Practice Bases" (for Non-teacher Education Programmes)